

Date of issue: 7<sup>th</sup> April 2015

**MEETING**

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

(Councillors Bal (Chair), Abe, Brooker, Chahal, Davis,  
M Holledge, Malik, Matloob and Sohal)

**Education Voting Co-opted Members**

James Welsh (Catholic Diocese of Northampton)

**Education Non-Voting Co-opted Members**

Jo Rockall (Secondary school teacher representative)  
Maggie Stacey (Head teacher representative)  
Lynda Bussley (Primary school representative)

**DATE AND TIME:**

WEDNESDAY, 15TH APRIL, 2015 AT 6.30 PM

**VENUE:**

SAPPHIRE SUITE 5, THE CENTRE, FARNHAM ROAD,  
SLOUGH, SL1 4UT

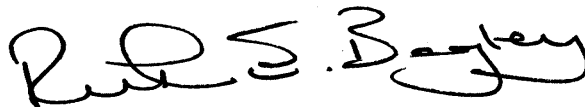
**SCRUTINY OFFICER:  
(for all enquiries)**

DAVE GORDON

01753 875411

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

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12. Date of Next Meeting - 14th July 2015

This is the last meeting of the Municipal Year 2014 – 15.

## 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. Please contact the Democratic Services Officer shown above for further details.

The Council allows the filming, recording and photographing at its meetings that are open to the public. Anyone proposing to film, record or take photographs of a meeting is requested to advise the Democratic Services Officer before the start of the meeting. Filming or recording must be overt and persons filming should not move around the meeting room whilst filming nor should they obstruct proceedings or the public from viewing the meeting. The use of flash photography, additional lighting or any non hand held devices, including tripods, will not be allowed unless this has been discussed with the Democratic Services Officer.

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**Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 11th March, 2015.**

**Present:-** Councillors Abe (Vice-Chair in the Chair), Brooker, Chahal, Davis, M Holledge, Malik, Matloob and Sohal

**Education Voting Co-opted Members**

Jim Welsh – Catholic Diocese of Northampton

**Education Non-Voting Co-opted Members**

Jo Rockall – Secondary school teacher representative

Maggie Stacey – Head teacher representative

**Apologies for Absence:-** Councillor Bal

**PART 1**

**38. Declarations of Interest**

Cllr Brooker declared his position on the shadow governing board of Churchmead School and his daughter's attendance at Burnham Park Academy.

**39. Minutes of the Meeting held on 29th January 2015**

The minutes of the meeting held on 29<sup>th</sup> January 2015 were approved as a correct record.

**40. Member Questions**

Written questions from members and responses from officers were circulated. On the one outstanding question (health and safety at Beechwood School in inclement weather) a response would be chased by officers from Cambridge Education (CE).

The following supplementary questions were raised by the Panel:

- The support for 16 to 18 year olds not in employment, education or training (NEETs) was led by the youth service. Data was gathered and used to co-ordinate activity; these statistics compared reasonably favourably with neighbouring authorities and national comparators. However, it was still possible for vulnerable individuals to fall into to the NEET category, and the matter could be addressed at a future meeting of the Panel.
- The percentage of young people progressing to higher education was good and demonstrated a steady increase over time. The number of

## **Education and Children's Services Scrutiny Panel - 11.03.15**

looked after children was not particularly high, and any information on the wider context for this group would need to be compiled. The inspection in early 2013 had raised a series of concerns regarding looked after children (e.g. aspirations, attainment, outcomes) although the wide range of ability contained within the group made generalisations difficult. However, efforts were being made to focus on the issue (e.g. virtual heads). The area was also overseen by the Corporate Parenting Board.

- Funding for looked after children was £1,900 per year per child. £900 of this went to the school and £1,000 to the virtual head; schools were legally obliged to publish a report on how this money was spent on their website.
- Places for secondary schools had seen the highest level of online applications yet. Preferences had been given in the autumn of 2014 and processed using the agreed criteria, with over 90% of parents receiving a placement reflecting their preferences. In terms of first choice preferences these had been at around 62% in previous years and were now approximately 70%.
- For 2016, more school places should be available which would help improve this trend. However, it may also lead to some schools operating below their full capacity, which could impact on their funding and long term viability. At present, there were 50 forms of entry with another 38 required by 2022. This would need 7 new schools to be established in Slough.

### **41. Head teachers - Burnham and Churchmead**

Churchmead School has been working on making the improvements required by the previous Ofsted inspection, with a view to the next visit due in the autumn of 2015. An interim visit from Ofsted acknowledged the progress being made in the relevant areas. The curriculum has been reviewed with improvements demanded across all subjects; curriculum areas which have been stronger (e.g. English) have exported their improvements to other areas such as science. Initiatives have also been launched to support this. One example is 'Pixel Edge' which has taken soft skills not recognised by examinations and developing student leaders on the basis of this work.

Churchmead School is relatively small which did cause some financial pressures. However, it also led to opportunities to develop more personalised working relationships with students and operate with more manageable class sizes. Churchmead was also looking to boost the numbers of students on its roll.

Approximately 80% of Churchmead's students were drawn from within Slough Borough Council's area; members would be welcomed if they wished to arrange a visit to the school to discuss developments.

Meanwhile, the head teacher at Burnham Park Academy had been in place since September 2014 and was focusing on improving the institution and the level of involvement from the local community. The school's governors are

## Education and Children's Services Scrutiny Panel - 11.03.15

experienced and offered a high level of challenge and support. The school faced students with low expectations and was determined to improve this. The emphasis was on value added and working alongside the students to nurture them and raise the level of ambition amongst the cohort.

The Department for Education had recognised the leadership of the school as good in December 2014 and were due to visit the school again in March 2015 to corroborate their positive statements. In addition, the results for August 2014 had not been good and the institution was committed to improving attainment this summer. As part of this events were now organised to inspire students; for example, a series of speakers attended in November 2014 to commemorate World War I and discuss British values, whilst a holocaust survivor had also visited the school to give a talk. In addition students from the Royal Grammar School were engaged in joint working with Burnham students.

In terms of staff, the approach could be summarised as one of 'restlessness to improve', and the support from the E-ACT group of schools of which Burnham was part was also used. It was recognised that improvements in this summer's results would be pivotal in changing the wider perception of the school; as with Churchmead, a high level of students (approximately 60%) were drawn from Slough and members were welcome to visit.

The Panel raised the following points in discussion:

- The governing body at Churchmead School stepped down when the institution went into special measures. An interim board replaced it and remained in position until the end of 2014. A shadow governing body was now in place, with sub committees looking at areas such as uniform and the school's name to see if local perceptions regarding the school can be improved.
- At Churchmead School staff turnover had been significantly reduced in the last 18 months. Key appointments had also been made and an approach emphasising a uniformity of purpose across senior and middle leadership has been introduced and recognised by Ofsted. External training was also provided to support this effort.
- Results in English, Mathematics, Photography and Media had been good at Churchmead School. Efforts to improve value added results were being bolstered by the early entry system. At Burnham Park Academy, the minimum expectation for GCSE results was that 52% of pupils would gain at least 5 GCSEs between grades A\* and C. The Academy operated with students of a generally lower ability than the national average, but results in the summer of 2014 had been below requirements.
- The Ofsted 2 year improvement plan was audited regularly; the school's improvement calendar operated on a termly cycle.
- In terms of developing leaders at Churchmead School, twilight sessions were organised to help teachers progress with the National Qualification for Middle Leaders. In addition, fortnightly sessions were held for these middle leaders to share examples of best practice.

## **Education and Children's Services Scrutiny Panel - 11.03.15**

Weekly one to one meetings were held with middle leaders, and combined these efforts had allowed significant progress to be made in recent months. At Burnham Park Academy there had been a culture of educational underachievement, which needed resolute action from leadership with immediate impact. Burnham Park Academy would measure the success of its work by using the official value added measurements derived from the Department for Education. A major element of this would be through teaching towards the higher achievers at the school and challenging other students to meet those levels.

- Staff turnover had decreased and the challenges presented to staff were being met with enthusiasm and relevant activity. Whilst efforts had been focused on lower achievers, there had been some issues regarding challenging more able students although this would be rectified in future years. The head teacher was committed to undertaking classroom teaching personally and ensuring that they remained in contact with the realities of the school for staff and students. At Burnham Park Academy there had been two resignations; however, amongst the remaining staff the clarity of the school's new direction was leading to improved staff morale.
- Relationships with the Royal Borough of Windsor and Maidenhead had improved over the last two years; the school was now more self-reliant given the impact of this support.
- At Churchmead, only one member of staff was a newly qualified teacher. The issue was also not a major concern at Burnham Park Academy.

### **42. School places**

The item on school places would be taken by Cabinet and return to the Panel in due course.

Members wished to note their displeasure with this process.

### **43. Forward Work Programme**

#### **Resolved:**

- 1) That the item on the Corporate Parenting Panel should emphasise the issue of NEETs;
- 2) That the report on the Improvement Plan for 15<sup>th</sup> April 2015 highlight issues of safeguarding, grooming and how we ensure that children who are not high priority are protected;
- 3) That an item on the schools exclusion policy be added to the agenda for 15<sup>th</sup> April 2015; and
- 4) Than an item on teacher recruitment be added to the agenda for June 2015.

### **44. Attendance Record**

The attendance record was noted.



**Education and Children's Services Scrutiny Panel - 11.03.15**

**45. Date of Next Meeting - 15th April 2015**

Chair

(Note: The Meeting opened at Time Not Specified and closed at Time Not Specified)

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**SLOUGH BOROUGH COUNCIL****REPORT TO:** Education and Children's Services Scrutiny Panel **DATE:** 15<sup>th</sup> April 2015**CONTACT OFFICER:** Tony Browne, Head of School Services and Access  
Robin Crofts, Director of Education**(For all Enquiries)** (01753) 875717 or (01753) 787645**WARD(S):** All**PART I****FOR COMMENT AND CONSIDERATION****SCHOOL EXCLUSIONS****1. Purpose of Report**

The purpose of the report is to provide information on the exclusions procedures followed by Slough schools, the systems in place to reduce exclusions, information on the number of exclusions across Slough in comparison to national figures and how parents can access support and advice.

The report will address the following issues raised by Members for discussion:

- Publication of policy and procedure around exclusions
- How to ensure all schools follow a uniform exclusion procedure regardless of type of school
- The role and responsibility of Slough Borough Council (SBC) officers and councillors.
- Guidance for parents regarding exclusion policy and procedures

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

The Committee is requested to note the report and comment.

**3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

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.

**3a. Slough Joint Wellbeing Strategy Priorities**

- Economy and Skills

If pupils cannot access education, this will affect their long term prospects and opportunities. The immediate and lasting adverse impact from being out of school relate to educational attainment and progress.

- Health and Wellbeing

It is important for pupils' health and well being that they are able to attend school and participate.

3b. **Five Year Plan Outcomes**

The work on preventing exclusions and brokering managed moves will help ensure that children and young people in Slough will be healthy, resilient and have positive life chances.

4. **Other Implications**

(a) Financial

There are no financial implications associated with this information report.

(b) Risk Management

<i>Recommendation</i>	<i>Risk/Threat/Opportunity</i>	<i>Mitigation(s)</i>
<i>This is an information report</i>	<i>There is a risk that the number of excluded pupils or pupils not receiving education grows and schools become more resistant in admitting challenging pupils.</i>	<i>The panels referred to in the report and the School Access Officer are flexible and work closely with schools to meet the changing needs within the Slough area, working to ensure children are in school and being educated appropriately.</i>

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act or other legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications.

5. **Supporting Information**

5.1 DfE published a guide on exclusions in 2012. The guide was for those with legal responsibilities in relation to exclusions, which includes head teachers, governing bodies and local authorities. It was circulated to schools and is referred to in discussions about exclusions. A copy can be found at:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

This guidance is adhered to across the Local Authority by all the schools and Slough Borough Council. In this regard, all Slough schools follow a uniform procedure regardless of their type. The Local Authority does not publicise any additional documentation to that of the national guidance. However, most schools and academies provide information about this guidance on their websites under headings related to behaviour and exclusions.

5.2 The 2012 guidance is still in force. DfE had released an updated version which should have come into force on 5 January 2015, but this was withdrawn following complaints from lawyers that it would result in more children being excluded. In the 2012 guidance, permanent exclusion is considered as a last resort. It states: 'permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school'. However, this is not referred to in the new proposed guidance which has been withdrawn.

5.3 All Slough schools, academies and officers work closely together to reduce permanent exclusions as far as possible within the guidance referred to above. There is not a separate exclusions policy for Slough, as the national guidance applies to all schools, but there is a borough wide commitment to reduce the number of exclusions as far as possible. There are 2 panels which meet on a monthly basis to consider the most vulnerable pupils who are at risk of exclusion or out of education. The PEAR (Pupils Educationally at Risk) panel considers secondary pupils and primary pupils are discussed at the Behaviour Panel. Both receive referrals from all schools including Academies and include representatives from schools and other agencies and are chaired by the Head of School Services and Access. The intention at each panel meeting is to decide on the next steps for all pupils who are presented, so that they continue to be engaged in appropriate education. In most cases this is achieved.

5.4 In addition to the panel meetings, a School Access Officer is employed to manage a caseload of pupils at risk of exclusion or out of school. The School Access Officer provides advice and guidance for parents and has a close working relationship with most schools. This enables solutions to be found in many cases where pupils are at risk of exclusion and occasionally involves challenging schools where exclusion may not have been an appropriate response. The School Access Officer follows the Fair Access and Managed Moves Protocol, which is attached as Appendix B. The School Access Officer's role is to prevent exclusions as far as possible by intervening before a permanent exclusion takes place. Additional support can be provided for schools or the pupil can be transferred to alternative education or another mainstream school. These are referred to as managed moves and must have the support of the parents. The School Access Officer is also responsible for providing education for those who have already been excluded, as well ensuring as far as possible that persistent non-attenders and pupils who are not on roll are provided with education as soon as possible. Pupils can only be deleted from the roll of a school in very specific circumstances, which are covered by regulations. The School Access Officer's caseload has increased in recent years. During the 2012-13 academic year there were 88 cases. In 2013-14 this had grown to 117 and so far in the 2014-15 academic year there have been 105 cases. It is likely that this is due to a growing school population and higher levels of need. It is intended that a detailed analysis will be

completed at the end of the current academic year, comparing 2013/14 to 2014/15. This will be used to review how referrals are made to the School Access Officer by schools and what it is showing about challenging behaviour across schools. This will be shared as appropriate to inform practice. There is an example of a typical case attached as Appendix A.

5.5 Clearly, the Local Authority, through Cambridge Education, has an important role in ensuring procedures are adhered to and that partnership working takes place with schools to ensure that as few as possible exclusions are implemented and where pupils are excluded then there is timely intervention to ensure a return to school or a different school as soon as possible. Parents can challenge a permanent exclusion with the governing body. If the governors agree with the head teacher's decision about exclusion, parents can appeal to the Local Authority or the Academy Trust if the school is an academy. The Local Authority is then required to set up an Independent Review Panel to consider the appeal.

5.6 The Elected Members are not involved directly in these processes. However, clearly Elected Members have a role in overseeing this work to ensure that as far as possible pupils are provided with appropriate education related to their needs and taking into account parental preference and the availability of places.

5.7 Slough's exclusion statistics compare well against national figures. The latest national figures available are for the 2012/13 academic year.

(a) **Fixed Term Exclusions:** Number of exclusions and percentage of school roll in brackets.

	2011/12 Slough	2012/13 Slough	2012/13 National	2013/14 Slough
Primary	159 (1.11)	72 (0.48)	(0.88)	81 (0.50)
Secondary	523 (5.13)	511 (4.98)	(6.75)	410 (3.93)

(b) **Permanent Exclusions:** Number of exclusions and percentage of school roll in brackets

	2011/12 Slough	2012/13 Slough	2012/13 National	2013/14 Slough
Primary	0	0	(0.02)	0
Secondary	9 (0.09)	9 (0.09)	(0.12)	0

DfE Figures 11/12 & 12/13  
Slough Figures 13/14

National exclusion figures for 13/14 will be available in July 2015.

(c) **Statistical Neighbours:** Slough has 4 close statistical neighbours which are Hillingdon, Hounslow, Redbridge and Luton. For fixed term primary exclusions the proportion of the population excluded for these boroughs ranges from 0.40% to 0.54% with Slough at 0.48%. For secondary fixed term exclusions across these authorities the range is 4.71% to 7.21% with Slough at 4.98%. Primary permanent exclusion figures are zero in Slough and Luton and not recorded in the other boroughs as numbers are below recording

thresholds. For secondary permanent exclusions across these four authorities the range is 0.10 to 0.16% of the population with Slough at 0.09%.

(d) **Vulnerable Groups:** Children with SEN are one of the main vulnerable groups and one of the groups where significant numbers above the national average are excluded from schools and in some cases unacceptably. SEN statements nationally have remained the same over recent years; with a slight decrease recently in Slough. SEN pupils without statements have decreased nationally and locally over the last four years, mainly at School Action.

5.8 Slough schools have developed a culture of inclusivity over the last 15 years. This is about educating pupils wherever possible within the Local Authority in local mainstream schools of parental preference. This is specified in the Local Authority's Inclusion Policy (2010) and the Schools' Accessibility Strategy (2013-15). Associated with this approach to inclusion, emphasis has been placed on reducing as far as possible fixed term and permanent exclusion based on the importance of pupils being in school and in receipt of appropriate education to increase their educational success and life chances. The aspiration across the community of schools has been towards substantially reducing exclusions and achieving and maintaining zero exclusion wherever possible. This is something which has been achieved across the primary schools over the last five years. Slough schools have increased their capacity and capability in dealing with challenging behaviour which has reduced the need to exclude pupils. However, there are still some situations where exclusions are an appropriate and a necessary step to take where they are in the best interests of the pupil, other pupils and staff. Where this is required it is incumbent on the school to follow the national guidance to the letter for the protection of all involved.

## 6. **Comments of Other Committees**

This information has not been considered by any other committees.

## 7. **Conclusion**

Slough has well established processes and procedures for preventing exclusions involving close working between officers, schools and panels. This has resulted in lower levels of fixed term and permanent exclusions in comparison to national figures. There are now fewer pupils out of school and for shorter periods of time compared with previously; and more pupils engaged in meaningful and appropriate education which contributes to the overall success of the Authority in improving educational standards at all Key Stages.

### **Key issues for the Authority:**

- Maintain the low levels of fixed term and permanent exclusions across the Authority.
- Recognise and celebrate this sustained success in maintaining such low levels of exclusions.
- Share the good practice between schools and with other authorities.
- Be vigilant in ensuring that the guidance is adhered to and applied consistently across the town.

8. **Appendices**

'A' -Case Study

'B' - Secondary Fair Access & Managed Transfer Protocol

9. **Background Papers**

DfE Exclusion from maintained schools, academies and pupil referral units in England (2012) at website:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269681/Exclusion\\_from\\_maintained\\_schools\\_academies\\_and\\_pupil\\_referral\\_units.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269681/Exclusion_from_maintained_schools_academies_and_pupil_referral_units.pdf)

Local Authority's Inclusion Policy (2010)

Schools' Accessibility Strategy (2013-15)



## **APPENDIX A**

### **Case Study**

Pupil X was at risk of a permanent exclusion from a Slough secondary school. A managed move was arranged by the School Access Officer to a school outside Slough. This took place early in the Autumn Term 2014 but unfortunately was not successful. The School Access Officer then arranged a meeting at Haybrook College with pupil X and his mother. Pupil X started interim tuition in late autumn 2014 at Haybrook College. The purpose of interim education is to prepare pupils for a return to mainstream education. It is planned that pupil X will spend some time at Haybrook before returning to mainstream education. This will be co-ordinated by the School Access Officer. This may involve presenting details of pupil X at the Admissions Panel which meets once a month to deal with in-year applications. Most Slough secondary schools are represented and also schools in neighbouring boroughs close to the Borough boundary.

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## **APPENDIX B**

### **SECONDARY FAIR ACCESS & MANAGED TRANSFER PROTOCOL**

#### **1. Fair Access**

##### **National Guidance**

The 2012 School Admissions Code requires each Local Authority to have a Fair Access Protocol, agreed with schools in the area. The purpose of the protocol is to ensure vulnerable children are provided with education as soon as possible. Slough introduced its first protocol in 2005, before it became mandatory, and this revised version builds on successful practice since then. Schools and the Local Authority agree which groups of children can be considered under the protocol and how they will be placed in schools. The normal admissions arrangements do not apply for children admitted under the Fair Access Protocol

##### **Objectives of the protocol:**

The objectives are to:

- Identify hard to place pupils.
- Agree arrangements with all schools about how these pupils will be placed.
- Distribute these pupils across Slough schools, so that no schools take a disproportionate number of pupils.
- Reduce the time pupils spend out of school, if possible to a maximum of 4 weeks.

##### **Pupils to be considered Under the Protocol**

The Admissions Code lists pupils who must be considered under the protocol. These are referred to as group 1 pupils in this document.

##### **Group 1**

- Children from the criminal justice system or Pupil Referral Units
- Children out of education for more than 2 months
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers
- Children who are homeless
- Children with unsupportive backgrounds
- Children who are carers
- Children without a statement who have special educational needs, disabilities or medical conditions
- Any children refused places through routine admission processes because a school has a high proportion of children with challenging behaviour or pupils previously excluded.

In previous years Slough has also included another list of pupils who will also be considered under the Fair Access protocol and who will receive hard to place funding. The current group 2 list is below.

### Group 2

This list reflects recent practice, which includes supporting pupils moving from the PEAR (Pupils Educationally at Risk) Panel list back to mainstream schools and managed transfers between schools.

- Children who have been permanently excluded
- Year 11 pupils
- Pupils referred by the PEAR Panel for admission to mainstream schools
- Pupils considered as managed transfers (please see below)

### **Fair Access Admissions Process**

The secondary Admissions Panel considers all in-year secondary admissions and many pupils considered are in groups 1 and 2 above. The panel manages the hard to place budget for group 2 pupils.

Details of all in-year applications are presented to the Admission Panel and any schools accepting pupils in group 2 may receive a one-off payment to assist with the integration of the pupil, regardless of when the pupil is admitted. Where a pupil transfers from one Slough school to another, it is expected that the application form will be signed by the current school before it is processed. Each case is considered on its merits. Payment follows confirmation that the pupil is on roll.

There is a maximum payment of £4000 per pupil, although the average payment is around £3000. At the end of the financial year the amount available may have to be reduced or payment deferred. Heads will be consulted on this at the time. At Admissions Panel meetings there is a summary report of payments made for the current financial year.

The panel refers to the running total of placements during the financial year to date, then considers the pupil's individual circumstances, parental preference, location of suitable schools and any concerns expressed by schools about admission. The panel will then reach a decision about placement and consider whether the student is eligible for hard to place funding. If a school is eligible for hard to place funding and the place breaks down within 3 months, the funding will be recovered so that it can be used to support another placement.

## **2. Managed Transfers**

### **Purpose**

The purpose of managed transfers is to prevent permanent exclusion where possible and reduce pupil absence due to pupil/parental dissatisfaction with the existing school.

Managed transfers can only be arranged with the consent of parents. There is a commitment by Slough Heads to retain pupils, but there will be circumstances where schools request a transfer and this can be beneficial for both the pupil and the school and often there is a need to arrange this quickly.

### **Pupils to be Considered**

There are usually 2 main reasons why pupils could be considered for a managed transfer.

1. There may have been a critical event such as an incident at school, a fixed term exclusion or the possibility of a permanent exclusion. A rapid response meeting may have been arranged.
2. There may be a history of low level issues, which have led to general dissatisfaction with the current situation on the part of the parent or the school or both. In all cases schools should have attempted to resolve issues with the pupil/parent before considering managed transfer.

### **Mechanism for Placement of Pupils.**

Heads should initially contact the School Access Officer, using the appropriate form. The request should include information about the pupil, action already taken and whether a short term trial placement is required or a permanent transfer. The School Access Officer will contact other schools and responses from schools will be considered and discussed with parents with the aim of completing the transfer quickly. Schools will be kept up to date with progress and receiving schools may be eligible for hard to place funding.

Tony Browne  
Head of School Services and Access to Education  
20<sup>th</sup> January 2014

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 15<sup>th</sup> April 2015

**CONTACT OFFICER:** Philip Wright, Head of Community Learning and Skills

**(For all Enquiries)** (01753) 875541

**WARD(S):** All

**PART I**

**FOR COMMENT & CONSIDERATION**

**COMMUNITY LEARNING AND SKILLS SERVICE 2013/14 SELF ASSESSMENT REVIEW**

**1. Purpose of Report**

This report provides an update on:

1. Final performance data for 2013/14 delivery.
2. Progress in the implementation of quality improvements identified in the annual Self Assessment Review.
3. Identification of key challenges in the planning of future delivery and strategies in place to mitigate impact to the customer.

**2. Recommendations**

The Panel is requested to provide comments on the above matters.

**3. The Slough Joint Wellbeing Strategy, the JSNA and the Five Year Plan**

**3a. Slough Joint Wellbeing Strategy Priorities**

The Community Learning and Skills Service relates to the following priorities.

Priorities:

- Economy and Skills

**3b. Five Year Plan Outcomes**

The Community Learning and Skills Service relates to the following outcomes:

- Slough will be the premier location in the south east for businesses of all sizes to locate, start, grow, and stay

- Children and young people in Slough will be healthy, resilient and have positive life chances

#### 4. **Other Implications**

- 4.1 The Community and Skills Service is a shared service with the Royal Borough of Windsor and Maidenhead and Slough, with Slough the accountable body to the Skills funding Agency.
- 4.2 An annual Self Assessment Review is undertaken, a document which Ofsted will use as part of the inspection process. This report focuses on the 2013/14 assessment, approved by the shared management committee.

#### 5. **Supporting Information**

- 5.1 **Table 1** illustrates the impact of the services commissioning strategy that of utilising the strengths of the voluntary and community sector to increase engagement with the services priority groups, leading to a significant increase in numbers.

**Table 1: Engagement Indicators**

Delivery year	Unique learners	Enrolments	% male	% disability
2012/13	3,368	5,575	24	17
2013/14	4,272	6,854	31	20
<b>% difference</b>	<b>+78 %</b>	<b>+81 %</b>	<b>+7%</b>	<b>+3%</b>

- 5.2 **Table 2** gives key service wide performance data relating to the two Skills funding Agency funding streams. The **Adult Skills Budget** – funding which is “earned” through the delivery of accredited programmes, primarily supporting residents into employment and **Community Learning** funding that is subject to national guidelines with delivery informed by local priorities.

**Table 2  
Performance Indicators**

Indicator	Community Learning		Adult Skills Budget		
	2012/13	2013/14	2012/13	2013/14	2013/14 provider average
<b>Enrolments / starts</b>	2,692	3,806	478	1,210	
<b>Retention</b>	96.6%	96%	99.2%	98%	93 %
<b>Achievement</b>	94%	99%	80%	88.9%	84.4%
<b>Success</b>	90.8%	94%	79.35%	87.1%	84.4%



5.3 Despite a large increase in numbers overall performance has improved across the majority of indicators. The improvement in the ASB success rates by 7.75% is particularly encouraging; bring both key indicators above the provider average.

#### 5.4 Areas for improvement

The annual self-review identified a number of areas requiring improvement, these are identified in table 3 (appendix 1) with the remedial being taken, and progress made.

#### 5.5 Slough

The key areas to note within Slough are:

- The percentage of engagement with the white British communities has increased from 10, 9% (2009/10) to 29.5% in 2013/14. – An area of improvement identified by Ofsted (2010 inspection report).
- 20% of all Slough learners come from the more deprived wards (Britwell, Chalvey & Foxborough)
- Thorough working with Children Centres 39 vulnerable families have been engaged and undertaken a programme of activity.
- Excellent relationship with the Job Centre Plus has enabled an effective referral process to be put in place that has enabled a large increase in work with the unemployed.
- An increase in apprenticeships, seven through AVARTO, with an additional eight planned for September 2015, six within Slough Young Peoples Services, one 1 Active Slough two planned within library services (September 2015).
- The development of the Berkshire wide City Deal programme with the aim of reducing unemployment within the 16 to 24 age group. Strategies include:
  - Closer working arrangements across council departments ( Young Peoples Services, Community Learning and Skills, Policy and Economic Development) in addition to external partners (Slough ASPIRE, East Berkshire College, Learning to Work, Princess Trust) in the development of a more coordinated approach to this priority age group.
  - Launching of Elevate Slough web site: **www.Slough.elevate.org.uk** – a young people’s web site that has a wide range of information for job seekers.
  - A particular focus on lone parents, led by Job Centre plus – bring together a wide range of agencies to focus on specific support required for this group.

## 6. Conclusion

The following have been identified as key challenges:

<b>Challenge</b>	<b>Mitigating actions</b>
Restructuring of the Community & Skills Division – leading to a reduction of managers.	The remodelling of the service has included providing additional support for sessional tutors through the formation of teams managed by learning coordinators reporting to a senior learning coordinator which it is hoped, that once embedded will give sufficient capacity to support delivery. The transition period will be carefully managed
Anticipated Ofsted inspection – the council was last inspected in November 2010, the normal frequency of inspection is every four years, but for good providers (which Slough is currently graded) – within six years.	The service is “inspection ready” but with the change in management structure, there will be a period of transition. A new senior manager position will be externally advertised. Transition strategies are being put in place to ensure that delivery is prioritised.
Potential further reduction in the council’s financial contribution to the service and also potential reduction of external funding from the Skills funding Agency.	In line with the five year plan a greater proportion of delivery will be commissioned out, but any further reduction in funding will result in a drop in learner numbers.

## 7. Appendices Attached

‘A’ - Progress report

## 8. Background Papers

None.

**Table 3 : Progress report**

**Appendix 1**

<b>Nbr</b>	<b>Improvement</b>	<b>Performance measure</b>	<b>Strategies in place</b>	<b>Progress</b>
<b>1</b>	To increase the standard of teaching, learning and assessment	To increase from 75 % to 80% the number of graded observations at grade 2 (good) or above	Managers are focusing support on tutors currently graded 3. Service wide focus on setting “SMART” targets	<b>Autumn term report</b> 73 % of direct delivery observations are currently graded 2 or above. If contractors’ observation grades are added then the percentage rises to 78%.
<b>2</b>	ESOL learners further increase their achievement and success rates.	To raise by 7% to 80% but working to the national average of 84%	Strategies have been put include: raising the mock exam pass rate, allowing longer time for preparation, peer support and also additional training.	Although only one indicator, 95 % (67 out of 70) of those sat autumn examinations achieved their qualifications. Retention rates also remains good.
<b>3</b>	To ensure timely information & advice is given to learners regarding what they can do next	Learner feedback shows 55 % of learners responding “definitely” and 95% responding “definitely” or “yes” to the question “I receive support about what I can do next”.	Renewing of the Matrix information, advice and guidance standard will enable greater focus on this area. Managers are prioritising this area when discussing quality of delivery with tutors	<b>Autumn term report.</b> Some progress There was a 1% increase to 44% of those who responded definitely and an 7% increase to 90% of those who responded definitely and yes to the question
<b>4</b>	To ensure that all staff are aware of the PREVENT agenda and how to identify and what steps to report suspicious behaviour.	100% of core staff attend and 85% of sessional tutors attend a 2hr awareness training and complete the e learning programme.	All managers to attend 2hr awareness training, local safeguarding policy being updated and additional workshops for sessional tutors and contractors being arranged	Policies have been updated, workshops planned with some delivered, attendance of sessional tutors at the first workshop
<b>5</b>	Reduction on the number of cancelled courses	Number of programmes cancelled reduced from 28% to 10 %.	Better use of local intelligence in the planning of programmes.	17% (42) of <b>autumn</b> programmes, were cancelled, this reduced to 11% (20) cancellations in the in the <b>spring</b> term.
<b>6</b>	Better recording of apprenticeship achievement data to achieve at least the national average	To increase timely achievement (success rates) from 55.6% to at least the national average of 60.5% .	Processes in place to monitor achievements to ensure timely entering of data.	It is too early in the academic year to comment as apprentices are still working towards their competencies



**SLOUGH BOROUGH COUNCIL****REPORT TO:** Education and Children's Services Scrutiny Panel**DATE:** 15<sup>th</sup> April 2015**CONTACT:** Kitty Ferris (Assistant Director, Children, Young People and Families)**For all enquiries:** (01753) 690901**WARD(S):** All**PART I**  
**FOR SCRUTINY****CORPORATE PARENTING PANEL: ANNUAL REPORT 2014****1. Purpose of Report**

1.1 This report informs Education and Children's Services Scrutiny of the work undertaken by the Corporate Parenting Panel over 2014 and the progress in implementing the Corporate Parenting Strategy (attached as Appendix 1 to this report).

1.2 The report aims to strengthen the roles and responsibilities of corporate parents in improving outcomes for children and young people

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

That the Panel:

2.1 Scrutinise the activities of the Corporate Parenting Panel and assures itself that improving outcomes for looked after children and care leavers is being prioritised by the Council.

2.2 That Scrutiny Panel identify any areas of corporate parenting activity that they would wish Corporate Parenting Panel to prioritise for scrutiny in the next municipal year.

**3. Slough Wellbeing Strategy Priorities**

3.1 Improved outcomes for looked after children and care leavers contribute to the Wellbeing Strategy priorities:

- **Health and Well-Being**
- **Safer Communities**
- **Economy and Skills**
- **Regeneration and employment**
- **Housing**

**4. Other Implications**

a) Financial

There are no financial implications arising from this report.

b) Human Rights Act and Other Legal Implications

There are no human rights or legal implications arising from this report.

c) Equalities Impact Assessment

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

## **5. Supporting Information**

- 5.1 Looked After Children and Care Leavers are amongst the most vulnerable children and young people in Slough and are children for whom the Council has a particular responsibility as Corporate Parents
- 5.2 The Children Act 1989 and the Leaving Care Act 2000 place clear statutory duties upon the Council to safeguard vulnerable children and promote their wellbeing. This includes achieving good or better outcomes for looked after children and care leavers and providing continued financial and other support to young people who have left care up to the age of 25.
- 5.3 Underpinning corporate parenting there are a wide range of national policies, guidance and regulations. The Ofsted Inspection Framework for children's services includes consideration of services for children in care and care leavers.
- 5.4 In February 2014, Ofsted published its report into its inspection of Slough's children's services, finding that services for looked after children and care leavers were inadequate and adoption performance required improvement.
- 5.5 Ofsted identified as an immediate and priority action: 'Ensure that the Local Authority as a Corporate Parent makes the aspirations and attainment of children in care and the needs and experiences of care leavers, their highest priority. Ensure that this priority is reflected in all partnership agreements, strategies and plans and acted upon as a matter of urgency'.
- 5.6 To support the implementation of this requirement, a Slough Corporate Parenting Strategy was developed and presented to Corporate Parenting Panel at its meeting in March 2014. The Strategy was welcomed by Panel members who also endorsed the principles and objectives set out in the strategy

## **6 Slough Corporate Parenting Strategy**

- 6.1 The Strategy introduced a number of key principles which have guided the development of the Corporate Parenting Panel since their endorsement. The principles are as follows:
- Children and young people, their wishes and feelings, their needs and their safety are at the centre of everything we do. We will always listen to what they

tell us and ensure that they are involved in the decisions that are made about them

- The needs of looked after children are best met if all areas within the council work collectively and in a coordinated way with key partner agencies.
- Wherever possible, we should work collectively to help children and young people be cared for within their own families and provide help at an early point to make this possible
- If parents are unable to care for their children safely, then we will see if there are other people in their family network who could care for them and if there are, we will help them to do this.
- Most looked after children thrive best if they are cared for in foster families who live in Slough or nearby. Some will thrive better if they live in children's homes or other more specialist settings. We will match the placement to the needs of the child.
- Maintaining relationships, continuity of practitioners and stability of placement are key to helping children reach their potential
- Continuity of school placement, attending school regularly, attending a good school and being helped appropriately to succeed at school underpin looked after children reaching their potential
- In order to reach their potential, looked after children must have their physical and emotional health needs met

6.2. The Strategy also set out a number of objectives which the Corporate Parenting panel are committed to achieving over the 2 years of the strategy.

- Elected members have a clear understanding of their corporate parenting role and responsibilities and the needs and circumstances of looked after children and care leavers in Slough
- Corporate parenting responsibilities are reflected in all aspects of the work of the council, its policies and decisions
- All Directorates will reflect the council's corporate parenting responsibilities in their plans and identify key actions which will help them deliver improved outcomes for looked after children and care leavers. This will include raising employee awareness; HR policies that support employees to become foster or adoptive parents; employment and work experience opportunities; policies and service delivery that promotes access to services for looked after children, care leavers and their carers; working collaboratively with children's services to improve outcomes and deliver care plans.

- To ensure good outcomes through effective multi-agency partnership working which is led by the Children and Young People's Strategic Partnership through the priorities and actions set out in the Children and Young People's Plan
- Improve communication and engagement between looked after children and care leavers, officers and elected members and ensure participation and inclusion so that young people are influential and have a say in decisions that affect their lives
- Monitor and scrutinise progress in meeting the commitments set out in the Pledge

## **7 Work of the Corporate Parenting Panel in 2014.**

- 7.1 The Panel has been chaired by Councillor Mann who is the Lead Member for Children and has met 6 times over the course of 2014.
- 7.2 A key proposal within the Strategy was that membership of the Panel would include two representatives from the Slough Children in Care Council to represent the views of looked after children and care leavers. Following the endorsement of this proposal by Panel, consultation took place with the Children in Care Council and preparation work was undertaken by the Participation and Engagement Officer and the Head of Service (Child Protection and Looked After Children). As part of the preparation, presentations by looked after children were made to the Corporate Parenting Panel at its meetings in July and September. This was in addition to regular updates to Corporate Parenting Panel on the work of the Children in Care Council. The inclusion of representatives of the Children in Care Council as full members of the Corporate Parenting Panel took place at the meeting of the Panel in March 2015.
- 7.3. A further key proposal was that the Panel should receive reports from services; partners and other bodies with responsibilities for looked after children and care leavers. As a consequence over the course of 2014 the Panel has received reports from the Virtual School, the Looked After Children Health Team (Berkshire Health Care Foundation Trust) who attended Panel on two occasions and receives regular reports from the Family Placement Service on fostering and adoption.
- 7.4 The Panel has also received regular progress reports on the Looked After Children and Care Leavers Transformation Programme (established following the 2013 Ofsted Inspection to ensure that progress was made in improving outcomes for looked after children and care leavers). The Transformation Board includes cross-Council representation to ensure that all Council services prioritise Looked After Children and Care Leavers. This has formed a key part of the Panel work programme. The Panel have endorsed the pilot (which has just begun) for the 'Team around You' approach which is designed to place the child at the centre of care planning and brings together those practitioners that have a key role in



transforming outcomes. The pilot will inform the future design of services for looked after children and young people on the edge of care.

- 7.5 The Panel also receives regular performance reports on key performance indicators for looked after children. A commentary on December 2014 performance for key indicators is attached as Appendix 2.
- 7.6 Some key developments over the course of 2014 which have been monitored by the Corporate Parenting Panel include a revised pledge for children in care, a care leavers charter, the development of a web-site for looked after children and an information guide for care leavers (published in March 2015), a Foster Carer survey and a 'Sufficiency Strategy' for looked after children
- 7.7 At its final meeting of 2014 (November), the Corporate Parenting Panel resolved to move to quarterly meetings in 2015 (in line with the Corporate Parenting Strategy) and a new work plan for the 2015/16 municipal year is being developed, in line with the strategy.

## **8 Conclusion**

- 8.1 The Corporate Parenting Panel has approved a Corporate Parenting Strategy for Slough in 2014 and has revised its programme in line with this strategy

### **Appendices:**

Appendix 1 – Slough Corporate Parenting Strategy

Appendix 2 – Performance Commentary

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# SLOUGH BOROUGH COUNCIL

## Corporate Parenting Strategy

### 2014-16

“We want every child in the care of Slough to reach their full potential”



Slough  
Children and Young People's  
Partnership Board  
*Getting it right for children*



## 1. Introduction and Purpose

Children and young people who are looked after by the Council, rather than their own parents, are amongst the most vulnerable in Slough. As corporate parents, it is our responsibility to keep them safe, make sure their experiences in care are positive and that they reach their full potential. As corporate parents, we will approach our parenting role with the passion and commitment that we would bring to parenting our own children.

In Slough, we have a well-established Corporate Parenting Panel chaired by our Lead member, which takes its responsibilities for corporate parenting seriously. Because it takes its responsibilities seriously, it wants to strengthen our corporate parenting approach in Slough.

Our Children in Care Council has recently reviewed the Slough Pledge for Looked After Children and this has been endorsed by the Corporate Parenting Panel. The Pledge sets out the commitments that our young people tell us will help them reach their potential and to thrive. We are determined to deliver on these commitments.

Corporate parenting is a responsibility of the whole Council, not just children's services. All councillors must fully understand their own and the Council's responsibilities.

All services within the Council must understand their own role in ensuring that the Council is a good corporate parent to our looked after children.

Senior leaders, both members and officers, must also ensure that all partners with responsibilities for planning and delivering services to children and families in Slough also have looked after children at the heart of their strategies and plans.

This strategy, will underpin our corporate parenting responsibilities, help us meet the commitments set out in our Pledge and ensure that all our looked after children (both whilst they are in care and once they leave care) reach their full potential.

## 2. Our Approach to Corporate Parenting in Slough: Key Principles

Our approach to Corporate Parenting will be driven by what children and young people tell us is important to them. They tell us that they want to be helped to live 'ordinary' lives; to live with people who will keep them safe and care for them; to be healthy; to do well at school or college and helped to get the skills to be successful in work and relationships as young adults. Importantly, they tell us that positive relationships with the adults in their lives are important and that they want to be involved in making decisions about their lives.

The following **key principles** will help us measure up to what young people have told us and underpin this strategy:

- Children and young people, their wishes and feelings, their needs and their safety are at the centre of everything we do. We will always listen to what they tell us and ensure that they are involved in the decisions that are made about them

- The needs of looked after children are best met if all areas within the council work collectively and in a coordinated way with key partner agencies.
- Wherever possible, we should work collectively to help children and young people be cared for within their own families and provide help at an early point to make this possible
- If parents are unable to care for their children safely, then we will see if there are other people in their family network who could care for them and if there are, we will help them to do this.
- Most looked after children thrive best if they are cared for in foster families who live in Slough or nearby. Some will thrive better if they live in children's homes or other more specialist settings. We will match the placement to the needs of the child.
- Maintaining relationships, continuity of practitioners and stability of placement are key to helping children reach their potential
- Continuity of school placement, attending school regularly, attending a good school and being helped appropriately to succeed at school underpin looked after children reaching their potential
- In order to reach their potential, looked after children must have their physical and emotional health needs met

### 3. Objectives of the Corporate Parenting Strategy

<b>Objectives</b>
1 Elected members have a clear understanding of their corporate parenting role and responsibilities and the needs and circumstances of looked after children and care leavers in Slough
2. Corporate parenting responsibilities are reflected in all aspects of the work of the council, its policies and decisions
3. All Directorates will reflect the council's corporate parenting responsibilities in their plans and identify key actions which will help them deliver improved outcomes for looked after children and care leavers. This will include raising employee awareness; HR policies that support employees to become foster or adoptive parents; employment and work experience opportunities; policies and service delivery that promotes access to services for looked after children, care leavers and their carers; working collaboratively with children's services to improve outcomes and deliver care plans.
4. To ensure good outcomes through effective multi-agency partnership working which is led by the Children and Young People's Strategic Partnership through the priorities and actions set out in the Children and Young People's Plan
5. Improve communication and engagement between looked after children and care leavers, officers and elected members and ensure participation and inclusion so that young people are influential and have a say in decisions that affect their lives
6. Monitor and scrutinise progress in meeting the commitments set out in the Pledge

The scope of this strategy covers these objectives which will drive our work in Slough to help every looked after child and care leaver in Slough achieve their full potential; to ensure that we deliver on the commitments we have made on the Pledge for Children in Care and ensure that we meet and where possible exceed our statutory duties.

## 4. Context

The context which forms the starting point for the Strategy is set out in this section of the document.

### 4.1. Children in Care: the National Picture

There were 68,110 looked after children in England at 31st March 2013. Overall, the main reason why Children's Social Care first engaged with these looked after children was because they suffered abuse or neglect. The majority of looked after children were of white British origin. At March 31st 2013 59% of children in care were looked after under the terms of a care order, 74.7% were looked after within a foster placement and 3,980 looked after children were adopted.

The number of care leavers who ceased to be looked after and are now aged 19 years old (who were looked after on 1 April 2010 then aged 16 years old) was 6,980 and of these 58% were in Employment, Education or Training.

The outcomes for children in care and care leavers are poor, with research indicating that this group are:

- Over represented amongst the homeless population and prison population

- Are more likely to become involved in offending behaviour
- Experience drug and alcohol misuse
- Have poor mental health
- Disabled children from ethnic minorities experience further disadvantage

However, despite the complex needs and challenges which these children face many can and do, with the right support, achieve great success in their individual lives. The Corporate Parenting Strategy is focused on a whole system approach to ensuring the right policies are in place and that the individual support that is provided to children in care and care leavers is strengthened in order to enhance their capacity to achieve success.

### 4.2 Children in Care in Slough

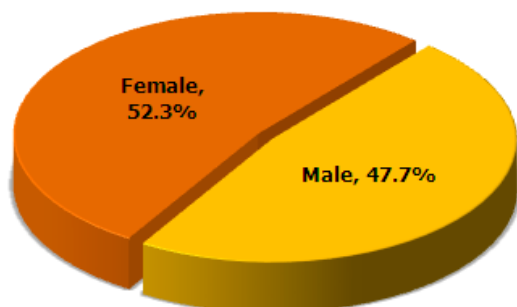
The number of children in care in Slough is currently 197 (as at March 1<sup>st</sup> 2014) and there are 51 children in care who are aged sixteen years or older. Nearly 50% of children in care are of white British origin. There is an approximate 50/50 split in terms of the gender of children in care and there are 24 children in care with a recorded disability. The looked after population in Slough is increasing and there has been a rise in the number of children received into care over the last year. However, our rate of looked after children per 10,000 children, whilst increasing, remains below the national and statistical neighbour average. The number of Slough children who were in care but who have now left and who qualify for help as care leavers is 95 and 83 of these young people are currently engaged in training education and employment.

Whilst many of our looked after children do well and thrive, outcomes for others mirror the national picture so they are more likely than other children in Slough to

become involved in offending behaviour, experience drug and alcohol misuse and have poor mental health.

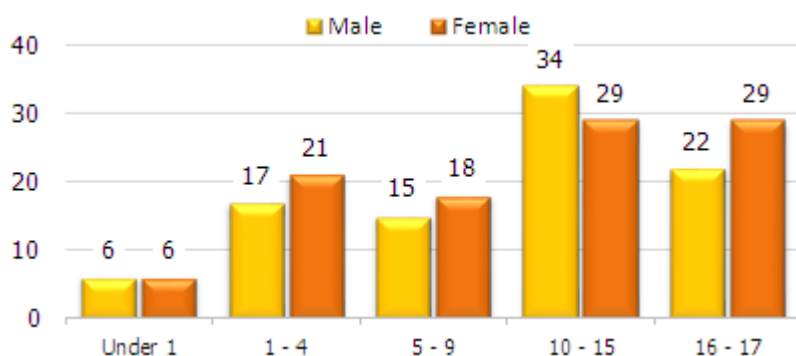
### 4.3 Children in Care: Statistical Data – January 2014

#### Gender



Gender	Number	Percentage
Male	94	47.7%
Female	103	52.3%
<b>Total</b>	<b>197</b>	

#### Age



Age	Male	Female	Total
Under 1	6	6	12
1 - 4	17	21	38
5 - 9	15	18	33
10 - 15	34	29	63
16 - 17	22	29	51
<b>Total</b>	<b>94</b>	<b>103</b>	<b>197</b>

#### Ethnicity

Ethnicity	Male	Female	Under 1	1 - 4	5 - 9	10 - 15	16 - 17	Total	%
A1 - White British	47	50	6	21	12	35	23	97	49.2%
A2 - White Irish	1	0	0	0	0	0	1	1	0.5%
A3 - White - Any other White background	5	10	0	4	6	2	3	15	7.6%
A5 - Gypsy / Roma	0	3	0	0	2	1	0	3	1.5%
B1 - White and Black Caribbean	7	5	0	2	3	5	2	12	6.1%
B2 - White and Black African	4	6	0	4	4	2	0	10	5.1%
B3 - White and Asian	3	3	2	0	1	2	1	6	3.0%
B4 - Any other mixed background	5	8	2	3	3	2	3	13	6.6%
C1 - Asian or Asian British - Indian	4	4	0	2	0	2	4	8	4.1%
C2 - Asian or Asian British - Pakistani	1	2	1	1	0	0	1	3	1.5%
C3 - Asian or Asian British - Bangladeshi	1	0	0	0	0	1	0	1	0.5%
C4 - Asian - Any other Asian background	7	0	0	1	0	3	3	7	3.6%
C5 - Asian Or Asian British - Sikh	1	0	0	0	0	0	1	1	0.5%
D1 - Black or Black British - Caribbean	3	3	1	0	0	3	2	6	3.0%
D2 - Black or Black British - African	4	5	0	0	1	2	6	9	4.6%
D3 - Black - Any other Black background	0	1	0	0	0	1	0	1	0.5%
E2 - Any Other Ethnic Group	1	3	0	0	1	2	1	4	2.0%
<b>Total</b>	<b>94</b>	<b>103</b>	<b>12</b>	<b>38</b>	<b>33</b>	<b>63</b>	<b>51</b>	<b>197</b>	

## Disability

Disability	Number	Percentage
Yes	17	8.6%
No	180	91.4%
<b>Total</b>	<b>197</b>	

Nature of Disability	Number
Behaviour	6
Communication	1
Learning	5
Mobility	3
Diagnosed with autism or Asperger's syndrome	6
<b>Total</b>	<b>21</b>

## 5. Slough's Corporate Parenting Framework and Governance

### 5.1 Slough's Corporate Parenting Panel

Slough's Corporate Parenting Panel is well established and currently consists of elected members (the Lead Member is the chair) and managers from children's services. It is proposed to strengthen the membership to include senior officers from across the Council and partner representatives alongside senior managers from Children's Services. The Panel will also be strengthened by the inclusion of representatives from the Children in Care Council.

#### 5.1.1 The aims of the Corporate Parenting Panel are:

- To ensure that the council and its partner agencies have a joint commitment to effective corporate parenting.
- To lead and support the delivery of the vision so that continuing improvements in outcomes for children and young people in care and for care leavers are achieved.

#### 5.1.2 Key Tasks:

1. To agree and monitor the Corporate Parenting Strategy and associated plans, to ensure outcomes fulfil the council's responsibilities towards children in care and care leavers.
2. To monitor the development of, and the adherence to, the Pledge to Slough Children in Care and to establish an effective partnership with the Children in Care Council.
3. To receive information about comments, compliments and complaints made by children in care. In respect of complaints to monitor the nature, number and how complaints were resolved.
4. To ensure children in care are able to participate in plans for their care and developments for service planning and delivery, with progress being reported on a quarterly basis.
5. To receive reports from and monitor and scrutinise the work of the following groups:
  - Berkshire (East) Healthy Care Partnership
  - The Slough 'Virtual School' Body (not yet established)



- Independent Reviewing Officers
- Relevant services within the Council

Other groups as relevant

6. To ensure that Members and officers undertake a programme of visits to front line services and children's homes (in accordance with Children's Home Regulations) and receive reports on the findings of the visits.

7. To receive regular reports on relevant key performance areas showing trends, performance against targets and comparisons with other local authorities.

8. To consult with children in care, young people and their carers and celebrate their achievements.

9. To celebrate the achievement of the Council, partner agencies and their staff in the provision of quality services and challenge when this is not the case.

### **5.1.3 Reporting Mechanisms**

The Corporate Parenting Panel will report on the progress of its work annually to Education & Children's Services Scrutiny, Cabinet and full Council.

### **5.1.4 Frequency of Meetings**

The group will meet four times annually

### **5.1.5 Membership**

1. 7 elected members; to be chaired by the Lead Member. Members will be appointed on an annual basis but efforts will be made to ensure continuity

2. The Strategic Director of Wellbeing (Director of Children's Services) and the Assistant Director, Children, Young People and Families.

3. Managers of (at least) Assistant Director level able to represent key services or functions from across the Council, to include: Young People's Services; Skills and Employment; Housing. Education improvement to be represented by a senior manager from Cambridge Education

4. Senior management representation from key partner agencies, including the CCG, schools and FE providers.

5. 2 representatives from the Children in Care Council, supported by the Participation and Engagement Officer to represent the views of looked after children and care leavers

The work of the panel will be supported by the attendance of relevant officers as required but it is expected that the Head of Service with responsibility for looked after children and care leavers, the Head of Service for Placements and Resources, the Virtual Head Teacher and the IRO Manager will be in attendance.

## **5.2 The Slough Pledge to Children in Care**

All children's service authorities should have a 'Pledge' to children in care upon which they should be consulted and, and which should be reflected in the local children and young people plan. In Slough this pledge has been reviewed recently and approved by the Corporate Parenting Panel. Its sets out the following commitments:

- We will help you to stay safe
- We will encourage you and help you to be as healthy as you can
- We will help you enjoy life and achieve the best that you can
- We will help you to enjoy life and achieve the best that you can
- We will give you opportunities to make a positive contribution and get involved.

For each commitment there are a number of statements setting out how Slough will honour these commitments.

The commitments and the 'how' we will honour the commitments have been developed by the Children in Care Council and set out the things that they think will make a difference

### **5.3 Performance Management**

The Corporate Parenting Strategy aims to contribute to the achievement of improvements across all key performance areas relating to children in care and care leavers.

The effectiveness of the Corporate Parenting Strategy will be measured against a framework of nationally identified and local agreed performance indicators.

These indicators relate to:

- Placement stability
- Educational attainment
- Emotional and behavioural health of Children in Care

- Care leavers in suitable accommodation and EET
- Timelines for adoption

### **5.4. Corporate Parenting Priorities and Action Plan**

The strategy will be delivered through an annual action plan with clear responsibilities and timescales for completion. The priorities for 2014/15 are:

- Placement choice and stability
- Education of looked after children
- The voice of young people
- Outcomes for care leavers

An action plan will be developed to take forward the priorities, with clear outcome measures and targets.

### **6. Reviewing the Corporate Parenting Strategy**

The Strategy will be reviewed on an annual basis with a view to assessing progress against the priorities. Other priorities will be considered and added as necessary, dependant upon local circumstances and national policy. Young people will be involved in the annual review.

The first review will take place in June 2015.

## APPENDICES:

1. Slough Pledge to Children in Care
2. Relevant local plans and strategies:
  - a. Slough Children and Young People's Plan
  - b. Slough Children and Young People's Partnership Board Children and Young People's Engagement Plan 2013/15
  - c. Slough Children in Care and Care Leavers Sufficiency Needs Assessment 2014/16
  - d. Slough Children in Care and Care Leavers Sufficiency Strategy 2014/14

## Website Links to Legislation and Guidance

- The United Nations Convention on the Rights of the Child:  
(<http://www.dcsf.gov.uk/everychildmatters/strategy/strategyandgovernance/uncrc/unitnationsconventionontherightsofthechild/>)
- The Children Act 1989: (<http://www.legislation.gov.uk/ukpga/1989/41/contents>)
- Quality Protects (1998 – 2004):  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4007153](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4007153)
- The Children (Leaving Care) Act 2000: <http://www.leavingcare.org/data/tmp/1528-3901.pdf>
- The Care Standards Act 2000  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Healthserviceirculars/DH\\_4016513](http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/Healthserviceirculars/DH_4016513)
- Guidance on Education of Children and Young People in Care 2000  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/AllLocalAuthority/DH\\_4003981](http://www.dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/AllLocalAuthority/DH_4003981)
- Education Protects  
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4002820](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4002820) .
- The Adoption and Children Act 2002  
<http://www.dcsf.gov.uk/everychildmatters/safeguardingandsocialcare/childrenincare/adoption/childrenact2002/act2002/>
- 32 33 Guidance on Promoting the Health of Looked After Children
- [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_108501](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_108501)
- A Better Education for Children in Care
- [http://www.cabinetoffice.gov.uk/media/cabinetoffice/social\\_exclusion\\_taskforce/assets/publications\\_1997\\_to\\_2006/abefcic\\_summary\\_2.pdf](http://www.cabinetoffice.gov.uk/media/cabinetoffice/social_exclusion_taskforce/assets/publications_1997_to_2006/abefcic_summary_2.pdf)
- Every Child Matters 2003:  
<http://www.education.gov.uk/consultations/downloadableDocs/EveryChildMatters.pdf>
- If This Were My Child: A Councillor's Guide to Being a Good Corporate Parent'
- The Children Act 2004: <http://www.legislation.gov.uk/ukpga/2004/31/contents>
- The National Service Framework for Children, Young People and Maternity Services 2004

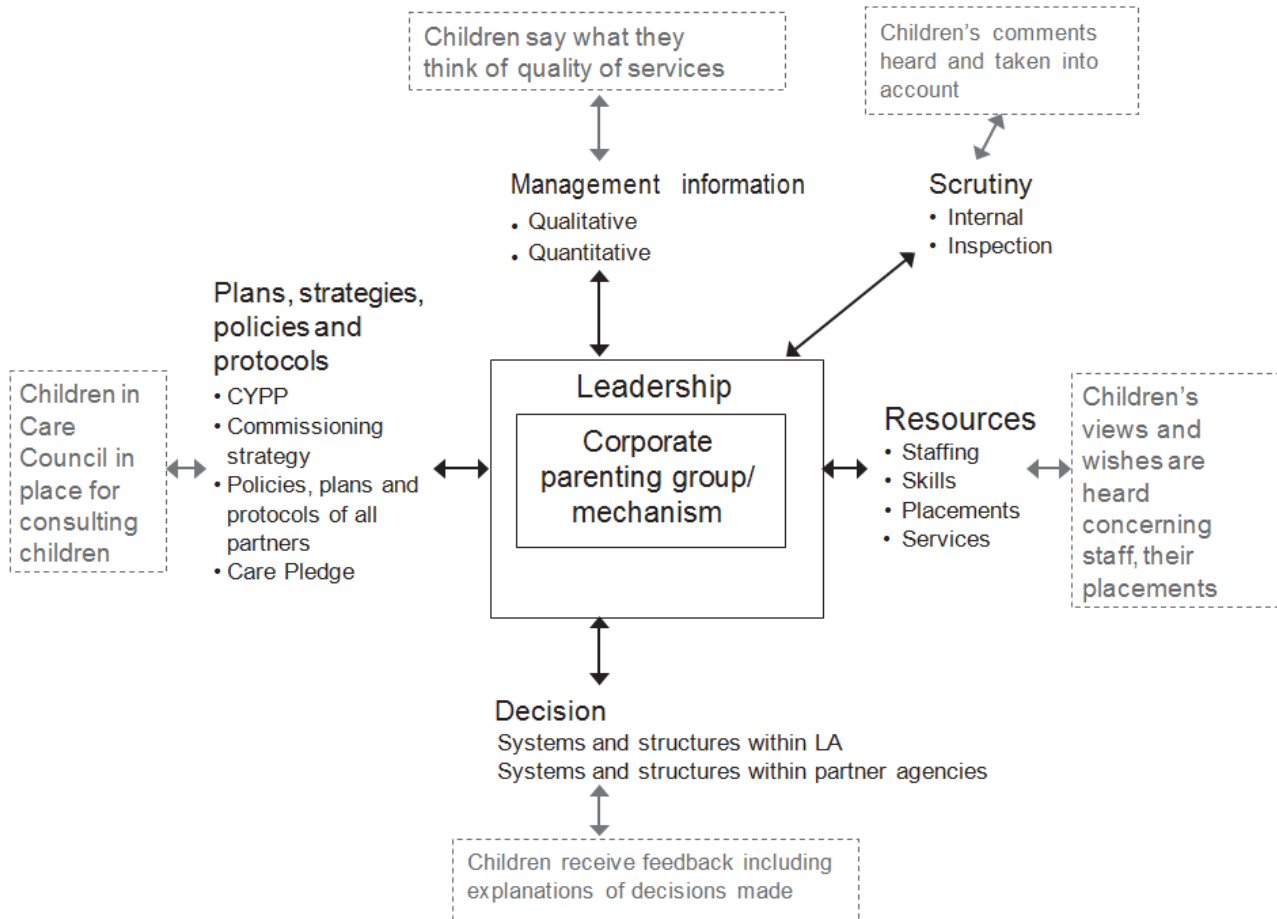
[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_4089100](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4089100)

- DfES Statutory Guidance 2005 :  
<http://www.education.gov.uk/consultations/index.cfm?action=conResults&consultationId=1332&external=no&menu=3>
- The Children and Young People's Act 2008  
<http://www.dcsf.gov.uk/everychildmatters/publications/childrenyoungpersonsact2008>
- *Care Matters: Time to deliver for looked after children 2008.*  
<http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/ig0500/>

**Appendix 3**

**NCB Model structure for Corporate Parenting. From National Children’s Bureau - 2013**

**Model of effective corporate parenting**





**Performance Commentary – Looked After Children (December 2014)**

- i. The number of **Looked After Children** increased compared to the previous month (with 10 new admissions in the month and no recorded leavers) and stood at 207 – about 1 child for every 190 who live in Slough. As a rate per 10,000 (53.1) this remains lower than comparators, but is increasing towards the national rate (60). About 60% of these children have been looked after for less than 2 years.
- ii. All Looked After Children continue to be allocated to a single named, **qualified social worker**.
- iii. At year end the **majority of Looked After Children were placed in “family type” settings**: 64 Looked After Children were placed with independent foster carers, 60 with in-house foster carers; 23 with relative / friend or own parent, and 19 in supported residential settings. 14 were in Children’s homes (a reduction on historic numbers) but 7 were placed in mother and baby units – the past six months has seen an increased usage of these latter type placements. 12 were placed with prospective adoptive parents.
- iv. **Placement stability** has generally improved, with good performance on “3 or more placements” and “long term stability” indicators: December saw a further improvement in the percentage of long-term Looked After Children in placements of at least two years duration (to 69% - our best ever result!)
- v. **Annual Health and Dental checks** continue to be held and recorded and Slough performance is above England and statistical neighbour average
- vi. We continue to perform well on securing a high % volume of adoptions and Special Guardianship Orders.
- vii. We appear to be better at securing **placements within or close to Slough** than has been the case in the past, with lower numbers (21%) of recently-accommodated LAC placed more than 20 miles from our borders, and 71% of all LAC living either inside Slough or no more than 20 miles away.
- viii. Performance in respect of **Care Leavers in EET (around their 19<sup>th</sup> birthday)** has improved over the 12 months from April 2013 to March 2014 (the most recent data available). In March 2013, only 26% of care leavers were in EET compared to 71% in March 2014. The March 2014 performance is better than England and statistical neighbour average (data for March 2013).

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**SLOUGH BOROUGH COUNCIL**

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

**DATE: 15<sup>th</sup> April 2015**

**CONTACT: Kitty Ferris (Assistant Director, Children, Young People and Families)**

**For all enquiries: (01753) 690901**

**WARD(S): All**

**PORTFOLIO: Education and Children – Cllr Pavitar Mann**

**PART I**  
**FOR SCRUTINY**

**SAFEGUARDING IMPROVEMENT PLAN: PROGRESS REPORT**

**1. Purpose of Report**

1.1 To report progress in taking forward the actions and the areas for development, identified by Ofsted in its report of the 'Inspection of services for children in need of help and protection, children looked after and care leavers' that was published in February 2014.

1.2 As required by Ofsted, a document (Statement and Actions) to respond to the inspection findings was sent to Ofsted in May 2014. The Council response was set out under the following 4 programmes:

- Workforce
- Early Help
- Safeguarding
- Looked After Children and Care Leavers

1.3 Work has recently been undertaken to strengthen partnership arrangements and develop a new, single Improvement Plan that will support the next phase of safeguarding improvement. A verbal update on this work will be provided at the meeting.

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

That the Panel:

2.1 Scrutinise the contents of the Progress Report and assure itself that improvements are being made to improve safeguarding arrangements for children in Slough

### **3. Slough Wellbeing Strategy Priorities**

#### **Health and Well-Being**

Health and Wellbeing priorities are being met in the following ways:

- By identifying and prioritising services for vulnerable groups in the Slough population and by targeting support to meet the needs of children and young people.
- Through focussing on the needs of the most vulnerable children and young people and their parents and carers in Slough, and providing targeted services through partnership working primarily with the NHS to secure measurable health improvements

#### **Safer Communities**

Safer Communities priorities are being met in the following ways:

- By offering effective support to families to help them do their best for their children so that children and young people are safe in their families and communities.
- By recognising that parents are the main carers for their children, and by offering services that enable them to continue to care for their children successfully so that children can grow up within their own families and communities wherever possible.
- By carrying out respective roles across the local authority and partner agencies to ensure that the most vulnerable children in our community are protected from harm and they are enabled to live with their families.
- By carrying out our statutory role as a local authority to provide services for children in need, to safeguard them and look after children whose parents are unable to do so.
- By working effectively with partner agencies so that they also contribute to safeguarding children and young people and demonstrate improved outcomes for those children and young people and their families.
- By ensuring that children and young people who are looked after have the standards of care and life opportunities that we would want for our own children with contributions from all partner agencies.

#### **Economy and Skills**

Economy and Skills priorities are being met in the following ways:

- By offering early education and family support to parents of young children so that they can focus on meeting their children's needs and overcoming personal and family difficulties that affect their ability to care for their children.
- By promoting educational achievement which gives children and young people in care and leaving care enjoyment in learning and increased opportunities for success in adult life.

- By maintaining high levels of Education, Employment and Training (EET) for young people who are looked after beyond 16 years of age.
- By promoting vulnerable young people's social and emotional development alongside advances in educational achievement.

#### **4. Other Implications**

##### a) Financial

There are no specific financial implications specific to this report. Additional resources were provided by Slough Council in 2014/15 (£0.8m) into core budget and on a one-off basis (£2.4m) to recruit additional social workers and first line managers to meet the demands placed upon children's social care by the increasing rate of referrals and demographic growth and to increase the ratio of permanent to agency staff over a 3 year period.

##### b) Risk Management

<b>Risk</b>	<b>Mitigating Action</b>	<b>Opportunities</b>
Inability to recruit and retain permanent, high quality social work staff	Workforce Recruitment and Retention Strategy; recruitment and retention incentives; investment in increased numbers of staff to ensure manageable case loads; learning and development strategy	Opportunity to create a high quality and stable workforce
Insufficient progress made on immediate and priority actions and areas for development	Detailed action plan; focus on important issues; regular monitoring and reporting progress; additional management and quality assurance capacity	To develop and monitor a single improvement plan with partners.
Minister's proposed action to put children's social care out of local authority control will take focus from Improvement actions	As above  Recruitment to key posts underway.	The creation of a new organisation, focused solely on delivering good and effective services to safeguard children will attract effective managers and practitioners and ensure that all aspects of organisational delivery are focused on good outcomes for children.

b) Human Rights Act and Other Legal Implications

There are no human rights or legal implications arising from this report.

c) Equalities Impact Assessment

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

**5. Supporting Information**

- 5.1. Slough Children's Services have been subject to an Improvement Notice since 2011 when Ofsted judged safeguarding services to be inadequate. A further inspection in November/December 2013 of 'Services for children in need of help and protection, children looked after and care leavers' also judged services to be inadequate and found that 'children's social care services in Slough have not made sufficient progress since the previous inspection'.
- 5.2. The second inspection report acknowledged that the efforts of those appointed to key senior roles was 'beginning to make some improvements in managing a legacy of poor work', but questioned whether there was sufficient senior management capacity to drive improvement.
- 5.3. As a consequence of the inadequate judgement following the second inspection, the Minister wrote to the Council in March 2014, indicating that it was his intention to take Slough Children's Social Care Services 'out of Council control'.
- 5.4. In order to secure an external and independent view of progress since the 2013 inspection, the Council has commissioned the Local Government Association (LGA) to undertake two 'practice diagnostic' reviews, undertaken by teams of senior sector specialists, primarily focusing on the quality of practice and arrangements in place to support good practice. The first of these 'diagnostics' focused on practice with children in need and children subject to child protection plans ('Safeguarding Practice Diagnostic') and was reported to Education and Children's Services Scrutiny at the meeting of 29<sup>th</sup> January 2015. The second of the diagnostics ('Care Practice Diagnostic') took place the week commencing 9<sup>th</sup> March 2015. This second diagnostic focused primarily on practice with looked after children and care leavers. This review also considered how well Slough was implementing the Family Justice Reforms (where children's cases are placed before the Family Courts).
- 5.5. We have not yet received the final written findings of the 'Care Practice Diagnostic' but the headline findings provided in a presentation on the final day of the review are consistent with the findings from the earlier Safeguarding Practice diagnostic.

- 5.6. The LGA team concluded that Slough has made 'considerable progress on its improvement journey' in respect of looked after children, by focusing on getting 'the basics right' (an approach endorsed by the team). That focus has been supported and enabled by the recruitment strategy to recruit more permanent staff, appoint good quality staff, reduce average workloads and improve staff stability.
- 5.7. Overall the team was 'impressed' with the approach taken in Slough to implement the Family Justice Reforms and said that the quality of reports for court is good; that the voice of the child was increasingly well recorded and that there was a good focus on permanency for looked after children.
- 5.8. However, the team concluded, and we would agree, that some of the improvement is recent and there is still more progress to be made to achieve consistently good outcomes for children. In particular, the team fed back that:
- A single, joined up improvement plan would help measure progress
  - The time is right to strengthen strategic relationships with partners
  - Quality assurance is happening in teams but the absence of an overall quality assurance framework does not support consistent practice
- 5.9. These three areas have been the focus of recent detailed work and will provide the focus for a new Improvement Plan going forward.
- 5.10. Arrangements have continued to support the co-location of Children's Social Care duty arrangements with Thames Valley police in Slough police station (from 14<sup>th</sup> April 2015). This is the first step to establishing a Slough Multi-Agency Safeguarding Hub (MASH). A MASH cannot be fully established until NHS partners have identified resources.
- 5.11. Appendix 1 provides a detailed update on progress since the last Scrutiny Panel in January 2015

## **6. Conclusions**

6.1. The two Practice Diagnostics undertaken by the LGA show that progress and improvement has been made since the Ofsted inspection at the end of 2013 and have provided useful focus on the areas where we should prioritise over the next six months.

6.2. A revised Children and Young People's Plan, strengthened partnership arrangements and a new single improvement plan will accelerate progress over the transition period towards a new organisation for children's services.

## **7. Background Papers**

- (i) Progress Report since January Scrutiny Panel
- (ii) Table showing permanent and agency social work staff
- (iii) Performance Commentary

## Safeguarding Improvement Plan: Progress Report March 2015.

This report provides a commentary on progress since the end of January 2015 and also, where appropriate, distance travelled and impact since the Ofsted inspection of November/December 2013.

The focus over this period has been:

- i. To work with the new interim Director of Children's Services to agree the focus for improvement activity, the resources needed and the content of a new improvement plan to underpin the next phase of improvement during the transition to the new children's services organisation. The feedback from the two 'Practice Diagnostics' commissioned from the Local Government Association (LGA) have been helpful in identifying the priorities going forward.
- ii. Work to support the transition to the new organisation – including engagement and communication with staff, partners and foster carers. This work is important to keep stakeholders informed, committed and on-board.
- iii. Discussions within the service to review performance management requirements and then more latterly discussions with colleagues responsible for the performance management support to the service to look at the support required over the period of transition to the new organisation (see performance commentary)
- iv. Development work and business as usual work to ensure continued improvement under the 4 current programmes

<b>1. Workforce</b>
---------------------

### A. What have we done?

- i. On the basis of the 2014/15 experiences of our two cohorts of newly qualified social workers we have re-drafted the Practice Development Manager Job Description and undertaken a job evaluation. The post is now in the process of permanent recruitment
- ii. Agreed to participate in the next round of Step up to Social Work as part of the Berkshire consortium with an increased number of students. The two current step up to social work students who have had placements in Slough have applied for jobs with us and will shortly start as newly qualified social workers.
- iii. Reviewed and re-designed our offer to newly qualified social workers
- iv. All permanent managers within Children, Young People and Families (except a small number who were on leave) have undertaken a 2 day training programme 'Coaching to Improve Performance' delivered through the SE Sector Led Improvement programme. Those managers who could not attend attended training in May and 3 Slough managers will attend train the trainer training in early March

so that we build sustainability and self-sufficiency. We see this as a step to underpin our priority to develop practice leadership.

## B. What is the impact?

The table attached as Appendix 2 to the covering report shows the overall progress in the recruitment of permanent practitioners and first line managers within the social work teams. The following table shows overall progress:

### Permanent and Agency qualified social worker staff in March 2015.

(March 14 figures in brackets)

	Total	Permanent	Agency	% Permanent
First Line Managers	16 (14)	11 (6)	5 (8)	69% (43%)
Consultant Practitioners	15 (9 plus 4 vacant posts)	6 (5)	19 (4)	40% (55%)
Independent reviewing officers	7 (7)	6 (5)	1(2)	86% (71%)
Social workers	77 (74)	40 (36)	37 (38)	52% (48%)

The table shows that progress has been made across all types of qualified social worker role in the last 12 months with the exception of the Consultant Practitioner role where the percentage of permanent staff in post has decreased since March 2014. However, a permanent post holder is currently on a year's 'sabbatical leave' and is returning to Slough in June 2015. This will improve the ratio of permanent to agency in this category to 47%.

In addition, another 2 posts have been offered to newly qualified social workers who will take up their posts in May 2015 (which would give a ratio of 54% permanent)

Since January 2014, 14 permanent qualified social workers or social work managers have left Slough and 22 have started. 7 of the 14 staff who left were staff whose performance was being monitored, 3 retired, 1 left for family reasons and 2 for promotion/professional development opportunity. This shows a net gain of 8.

## C. Going Forward

- i. We will be recruiting to a new cohort of newly qualified social workers over the next two months.
- ii. We have commissioned a management development programme for first line social work managers and this programme which will be delivered to permanent managers will commence in April
- iii. We plan to run another national recruitment campaign in April/May for qualified social workers



## **2. Early Help**

### **A. What have we done?**

- i. Produced the first Early Help newsletter – distributed across partners
- ii. Reviewed the Early Help Strategy with partners to ensure partners have a shared commitment and understanding.
- iii. Targeted support to schools and engaged schools with the Early Help agenda.
- iv. Continued to identify and support Early Help Champions in an increasing range of services and fully implement the multi-agency Early Help Panel
- v. Launched a pilot in 4 schools for pupils with anxiety, depression and self harm ensuring mental health and wellbeing support is offered at the earliest opportunity
- vi. Further roll out of the Early Help Training programme to partner agencies from January to April 2015.
- vii. Set up and advertised 5 surgery sessions for practitioners requiring advice
- viii. The Early Help Operations group have started a programme of audit of early help assessments to ensure consistent standards across agencies.
- ix. The 'Outcome Star' has been agreed as a consistent measure to be used with families across Slough to measure effectiveness. The implementation of this within the Council will take place from April. Children's Centre are already using this.
- x. Achieved the target set by the Department for Communities and Local Government for turning round troubled families – 260 against target of 248
- xi. Undertaken analysis of troubled families cohort and identified the 12 highest cost families
- xii. An outcomes plan is being agreed across Slough partners to performance manage phase 2 of the programme

### **B. What is the Impact?**

- i. Positive feedback from services about the Early Help training and support has resulted in more assessments being undertaken so children receive appropriate support at an early stage.
- ii. Steady improvement in the number of early help assessments in the system with the Youth Service and Children's Centres now undertaking assessments on a regular basis. Twelve schools are now undertaking early help assessments on a regular basis.
- iii. Young carers have been identified and received support in preparation of the new legislation
- iv. The achievement of the Troubled Families target will secure Slough's entry into Phase 2 of the programme, bringing considerable additional resources to Slough to support multi-agency work to improve outcomes for families

### **(C) Going Forward**

- i. Agencies will begin to use the Outcome Star evaluation tool so we will then be able to start evidencing impact of individual children and families

### 3. Safeguarding

#### A. What have we done?

- i. Arrangements have continued to support the co-location of Children's Social Care duty arrangements with Thames Valley police in Slough police station (from 14<sup>th</sup> April 2015). This is the first step to establishing a Slough Multi-Agency Safeguarding Hub (MASH). A MASH cannot be fully established until NHS partners have identified resources.
- ii. The Lead Member for Children, the interim Director of Children's Services (on behalf of the Children and Young People's Partnership Board) and the Assistant Director (as Chair of the MASH Project Board) have written to NHS partners expressing concerns about the delay in identifying the health contribution to the MASH.
- iii. We now have a permanent manager in post for the First Contact Team. This post holder will be the MASH manager once the MASH is established. The new manager has been working with her team to improve the processes within the First Contact Team to ensure that contact and referral decisions are made in a timely fashion.
- iv. Proposals have been drawn up to streamline the sub-structures of the Children and Young People's Partnership Board and the LSCB in order to strengthen relationships between partnerships in Slough.
- v. Have reviewed the latest data on the rate of single assessments and are undertaking an audit of referrals to children's social care where assessment was requested to form a view about the application of the threshold. A focus has been maintained on the timeliness of assessments.
- vi. Work has been undertaken in the Assessment and Child in Need service to review cases taken to child protection conference to consider whether the case could be managed through a Child in Need plan.
- vii. We have attended discussions taking place across Berkshire with the Reading Court in respect of establishing a Family Drugs and Alcohol Court (FDAC) – such a court would hear cases where parental drug and alcohol use is a significant factor in care proceedings, bringing together a team of 'expert' practitioners to assess and offer support and interventions in a timely fashion. Research evidence shows that this approach is effective.
- viii. We are reviewing our Quality Assurance Framework in the light of the LGA and other feedback and a seminar for operational managers and quality assurance staff has been held to ensure more consistency in the evaluation and grading of case audits..

#### B. What is the impact?

- i. The timeliness of contact and referral decision making improved in February 2015 (most recent data) from 85.4% in January to 97.2% (contacts) and 63.2% in January to 75.3% (referrals)
- ii. 77% of single assessments have been completed within timescales over the past year (79.5% in February 2015) which is a marked improvement over the position a year ago

## C. Going Forward

- i. Focus on reducing the rates of child protection activity in Slough
- ii. Caseloads within the social work teams have risen (20.5 children on average in Assessment and Child in Need service; 21.75 in the Protection and Care service, although they stand at 14.26 in Looked After Children and Care Leavers). We will be reviewing social work numbers and considering what action to take to ensure that average caseloads remain within the 'zone' of our target of 16.

## 4. Looked After Children

### A. What have we done to improve outcomes for LAC?

In the week commencing 9<sup>th</sup> March, the Local Government Association (LGA) with a team of senior sector specialists undertook a Care Practice Diagnostic – looking primarily at practice with looked after children and care leavers.

The head line feedback from this diagnostic is as follows:

- Clear evidence of progress on your journey – you are aware there is more to be done to achieve consistent outcomes
- Your focus, rightly, has been on getting the 'basics' in place – you now need to communicate your improvement journey more explicitly internally and externally
- Positive and effective action taken to reduce agency staff, recruit good quality staff and increase staff stability
- The quality of the small number of cases reviewed indicated that recent work is of higher standard
- The voice of the child is increasingly well recorded
- Clear evidence of committed staff with good levels of morale
- Better relationships with children, families and partners
- Early years team provide good quality support to LAC
- Lack of one coherent joined up improvement plan with clear timescale is not helping you measure progress
- The time is right to strengthen strategic relationships with partners
- Quality assurance is happening in teams but absence of overall QA framework means practice is not consistent
- The full potential of the IRO team has not been realised – although new team should assist this

We also asked the LGA team to look specifically at our work in respect of the Family Justice Reforms and overall the team were impressed by this and said that our arrangements, procedures, monitoring are working well. There is a good understanding of the Public Law Outline requirements which is supported by a mapping of the process and action taken to address any delays. The quality of assessments for courts is good and social workers and their managers also reported that they received timely legal advice.

March has also seen the start of the 'Team around You' Pilot for looked after children. A number of cases (young people 14 to 18) have been identified to be part of the pilot. The pilot will bring together a range of practitioners working with the young person (or who could offer support to the young person). A key element is

that the young person will be at the centre of the planning with their voice determining the solutions that are built around them. The pilot will last until mid-May and will then inform how we commission help for looked after young people and young people on the edge of care and how we ensure that practice is outcome focused.

We have continued to develop and improve the arrangements and support to improving the education of looked after children. This has included improved monitoring and tracking arrangements, the purchase of an electronic Personal Education Plan system. Much closer working arrangements with Cambridge Education have been established.

**B. What is the impact?**

- i. 5 young people (care leavers) have recently been offered flats by housing so that they are housed in suitable accommodation.
- ii. Personal Education Plans for Children will become part of the electronic case record and will support the effective tracking of educational attainment and outcomes.

**C. Going Forward**

- We will continue with the 'Team around You' pilot and use the learning to further improve the young person's experience of being looked after. We will also use the learning to consider developing different, multi-agency approaches to support young people on the edge of care.
- We will roll out new Pathway Plans for looked after children aged 16+ and care leavers.

Kitty Ferris (Assistant Director)

Appendix 2

Qualified social worker posts @ March 2015. NB March 14 figures in brackets

Duty/First Contact Team			
Post	Permanent	Agency	% Permanent
Manager x1 (1)	1 (1)		
Consultant Practitioner/Duty Manager x1 (1)		1 (1)	
Social Workers x3 (3)	1 (0)	2 (3)	
Total 5 (5)	2 (1)	3 (4)	40% (20%)
Targeted Family Support Team			
Manager x1 (1)		1	
Total 1 (1)	0	1 (1)	0% (0%)
Assessment and Child in Need Teams			
Managers x4 (4)	2 (1)	2 (3)	
Consultant Practitioners x4 (0)		4 (posts vacant)	
Social workers x20 (25)	8 (10)	12 (15)	
Total 28 (29)	10 (11)	18 (18)	36% (38%)
Protection and Care Teams			
Managers x4 (4)	2 (2)	2 (2)	
Consultant Practitioners x4 (3)	2 (2)	1 (1)	1 vacant (and in 2014)
Social Workers x 24 (20)	7 (4)	17 (16)	
Total 27 (27)	11 (8)	20 (19)	34% (30%)
Looked After Children and Care Leavers Team			
Manager x1 (1)	1 (0)	(1)	
Consultant Practitioner x2 (1)	1 (0)	1 (1)	
Social workers x7 (5)	5 (5)	2 (0)	
Total 9 (7)	7 (5)	3 (2)	70% (71%)
Children with Disabilities Team			
Manager x1 (1)	1 (0)	(1)	
Consultant Practitioner x1 (1)		1 (1)	
Social workers x7 (5)	4 (3)	3 (2)	
Total 9 (7)	5 (3)	4 (4)	55% (43%)
Fostering and Adoption			
Managers x3 (1)	3 (1)		
Consultant Practitioners x3 (3)	3 (3)		
Social workers x16 (16)	15 (14)	1 (2)	
Total 22 (20)	21 (18)	1 (2)	95% (90%)
Independent Reviewing Officers/Child Protection Conference Chairs			
Managerx1 (1)	1 (1)		
Independent Reviewing Officers/Child Protection Chairs x7 (7)	6(5)	1 (2)	
Total 8 (8)	7 (6)	1 (2)	87.5% (75%)

**Overall: (March 14 figures in brackets)**

	Total	Permanent	Agency	% Permanent
First Line Managers	16 (14)	11 (6)	5 (8)	69% (43%)
Consultant Practitioners	15 (9 plus 4 vacant posts)	5 (5)	10 (4)	33% (55%)
Independent reviewing officers	7 (7)	6 (5)	1(2)	86% (71%)
Social workers	77 (74)	40 (36)	37 (38)	52% (48%)

## Performance Commentary (February 2015 data)

The LGA safeguarding practice diagnostic commented that 'Performance Management arrangements lack sufficient rigour to drive the current progress to a sustainable platform'. When we explored this in more detail, they had expressed this view because much of the data/performance information provided is not disaggregated to a team or individual worker level (although there are exceptions to this and Heads of Service do analyse data, disaggregate to a service and team level and use with first line managers). This makes it more difficult for first line managers to use data to improve team and individual performance.

There are also a number of changes to the monthly performance data that would make it easier to 'see at a glance' where urgent attention needs to be focused and to make it easier to see the improvement trajectory travelled.

There have been capacity issues within the Performance Team that have led to problems in undertaking the required changes. However, discussions have taken place and changes required have been identified and scoped, including a 'scorecard' showing improvement against a number of key performance indicators in a visual way has been requested.

DfE have updated our statistical neighbour group of 'most similar' councils. They are now:

Hillingdon, Hounslow, Redbridge, Luton, Birmingham, Ealing, Leicester, Reading, Coventry, Sandwell

### 1. Referral and Assessment

- i. The number of **contacts** rose in February to 884, (an average of 44.2 received every working day – up on the 35.5 seen in January).
- ii. There was an improvement in performance in respect of **decision making for contacts and referrals** in February. In January, the standard for decision making was met in 85.4% of contacts. This improved to 97.2% in February. Similarly, the standard for decision making on referrals was met in 63.2% of cases in January, improving to 75.3% in February.
- iii. 77% of **single assessments have been completed within timescales** over the past year (79.5% in February 2015) which is a marked improvement over the position a year ago. The focus going forward will be to increase the percentage of assessments that are completed within 10 days.

- iv. The proportion of repeat referrals (20.5% for the year to date) is between the statistical neighbour and national averages for 2013/14 but is the highest proportion seen in the past year.
- v. The referral rate per 10,000 local children is now broadly in line with the national average for 2013/14. A very high proportion of referrals (c. 97% in the year to date) went on to be the subject of single assessments (above comparator averages). However, *within* the month (February 2015), this stood at only 82% - a significant reduction, achieved through far greater disposal of referrals through providing Information and Advice rather than progressing to assessment. This has already narrowed the gap between Slough and direct statistical neighbours.

## 2. Child Protection

- i. We generally initiate a high volume of **section 47 enquiries** although the number begun in February did fall. When viewed as a rate per 10,000 child population our rate for the year to date (237.9) is almost 90% higher than the national average (124 in 2013/14). The proportion of these enquiries which culminate in an Initial Child Protection Conference is generally *slightly* below the average seen elsewhere.
- ii. Slough does well on holding a higher than average proportion of initial child protection conferences ('ICPCs') within 15 working days of the associated s47 enquiry starting (73.6% in the year to date compared to England value of 69.4%).
- iii. The number of children **subject to a Child Protection Plan ('CP Plan')** appears to have risen slightly once more following a 'steady' position in the final quarter of 2014, and stood at 262 by end of February – about 1 for every 150 children who live in Slough. Our rate of CP Plans per 10,000 local children (67.2) is about 60% higher than the national position. At end of February, about 57% of CP Plans had been in place less than 6 months and 13% in place for a year or longer – these patterns are very close to the last known national position (page 16).
- iv. In Slough, almost twice the **rate of child protection plans** have begun and ended in the year as the England average.
- v. December and January showed relatively high numbers of new CP Plans made on children who had previously been subject to a CP Plan. In February, however, only 3 out of 25 plans were made on children previously the subject of a child protection plan.



### 3. Looked After Children;

- i. The number of **Looked After Children** fell slightly compared to the previous month and stood at 197 – about 1 child for every 191 who live in Slough. As a rate per 10,000 (50.5) this remains lower than comparators.
- ii. 10 of these children are Unaccompanied Asylum Seekers.
- iii. All looked after children continue to be **allocated** to a single named, **qualified social worker**.
- iv. At month end the **majority of looked after children were placed in “family type” settings**: 78 were placed with independent foster carers; 54 with in-house foster carers; 16 with relative / friend or own parent, and 15 in supported living settings. 11 were in Children’s homes and 2 were placed in mother and baby units. 9 were placed with prospective adoptive parents.
- v. **Placement stability** has generally improved, with good performance on “3 or more placements” and “long term stability” indicators. February saw a further improvement in the percentage of long-term looked after children in placements of at least two years duration (to 73%); this measure has seen steady and sustained improvement throughout the past year.
- vi. **Annual Health and Dental checks** continue to be held and recorded at high frequency, but some ‘lag’ still remains in data entry which means the reported February position (88%) may in fact become higher.
- vii. We continue to perform well on securing a high percentage / volume of adoptions and Special Guardianship Orders – 28 children left care in these ways in the year to end of February.
- viii. Since April 2014, we appear to have generally fared better at securing and using **placements within or close to Slough** than has been the case in the past. In February 2015, 18.2% (of 77 looked after children) were placed more than 20 miles from Slough compared to 25.7% in April 2014. This position needs further improvement. .

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**SLOUGH BOROUGH COUNCIL****REPORT TO:** Education and Children's Services Scrutiny Panel **DATE:** 15<sup>th</sup> April 2015**CONTACT OFFICER:** Dr Angela Snowling, Consultant in Public Health.**(For all Enquiries)** 01753 875142**WARD(S):** All**PART I**  
**FOR COMMENT AND CONSIDERATION****UPDATE ON CAMHs SERVICE REVIEW PROGRESS (UNIVERSAL AND TARGETED)****1. Purpose of Report**

To describe the local service change programme that has taken place since May 2014 and how this demonstrates best practice in terms of a public mental health approach and the national Mentalhealth4life resources and training programme due to be launched soon.

To show early learning from the pilot i.e;

- staff are collaborating across professions via fortnightly a multiagency hub meeting at the schools and another within SBC to test and refine the resources and pathways and step up or step down care as needed
- that young people in need of support have been identified early and are receiving Mindfulness training in the target schools and art therapy
- that through the hotspot map approach other schools and colleges are now seeing the value of this population level approach
- that schools value the resources created and staff feel validated that they are using the best support they can offer
- that support is being offered as soon as possible and if pupils are referred to specialist CAMHS that work is happening whilst they are waiting to support young people and their families in the most evidence based way

To note that a funding application is underway to build capacity to be able to roll this model out to; 4 early years centres (for the attachment pathway), to 4 primary schools and to four secondary schools. This bid includes the ability to train staff in systemic family practice.

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

The Committee is requested to note the report, comment on the themes and approve Sloughs commitment to the ten key actions under the mental health challenge shown in Appendix 1.

3. **The Slough Joint Wellbeing Strategy, the JSNA and the corporate plan**

This report will inform emerging wellbeing priorities in the Slough Joint Wellbeing Strategy and will be available on line for local residents to comment on as part of the JSNA and Joint Health and Wellbeing strategic cycle.

4. **Other Implications**

(a) Financial

The funding of the pilot and core SBC CAMHS tier 2 service has been enabled through the public health grant. Key staff in educational psychology, behaviour support, targeted youth support have given a contribution in kind of their time to attend the training and hub meetings i.e realigning their core business during the pilot phase. SEBDOS - a charitable community interest company which receives direct funding from schools to undertake their work - has also aligned their work to join this partnership.

The funding of CAMHS tier 3 24/7 crisis support was obtained through the winter pressures funding for CCGs and governance for the pilot phase has been supported by BHFT.

Scaling up to achieve the full effect across more schools and colleges and early years will be subject to receiving external funding although the pathways and hub have been adopted into core business .

(b) Risk Management

<b>Recommendation</b>	<b>Risk/Threat/Opportunity</b>	<b>Mitigation(s)</b>
Engagement must take place to ensure that young people, SBC and school services, schools and GPs collaborate and own the system wide changes required	Community engagement is based on perceptions rather than on fact  The outcomes are reviewed in a continuous cycle at each fortnightly hub meeting	A six month consultation took place in 2014 to establish the pathways between services. Engagement events took place to include young people in building the app in July to November 2014. School staff have been engaged in the pilot schools since December 2014 and GPs and the local acute hospital are being engaged through a specialist registrar.
Financial constraints to implement the pilot limit the scale of the intervention	The public health grant and CCG funding are key sources for implementing this system wide change programme	The Public Health budget, winter pressures funding and the commissioning plan have been aligned to deliver this programme.
The effect size and costs of the intervention are not fully known	The effect size is known from national research and is being checked locally.	A comprehensive set of indicators have been identified for this

	In terms of reduced risk scores. Qualitative case studies are being collected as is feedback from staff after training and implementation	intervention, and time spent on the programme is being monitored by the relevant services
National funding delays limit the production of the app	PHE funding allocated end of March 2015	Resolved but app delayed as a result

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act implications.

(d) Equalities Impact Assessment

The JSNA includes sections on

Maternal mental health which affects the baby in pregnancy and the attachment of newborn in the first year of life (the perinatal phase) and later in life is associated with a two fold increase in childhood mental health problems

CAMHS which seeks to reduce the impact of mental health problems in childhood and adolescence arising from a range of risk factors

An EIA for vulnerable groups where mental health is likely to be worse is attached in Appendix 3

The aim of the Slough Health Strategy (a supporting strategy to the Wellbeing Strategy) is to improve health and wellbeing outcomes and reduce inequalities and first three key objectives are relevant to this work:

1. Review and update the needs and priorities based on evidence in the Joint Strategic Needs assessment. – the work on detecting hotspots for domestic abuse has informed this programme
2. Use a partnership approach to identify local actions, in areas of need. The childrens and young peoples health partnership has lead this programme
3. Develop local mental and physical wellbeing champions and measure the wider impact of joint work on local communities. Schools based champions are being developed through this work

(e) Workforce

There are no new workforce implications at this stage as all the services identified are already commissioned. However if external funding is received there would be a rise in capacity to support more schools

## 5. **Supporting Information**

A public mental health approach is defined as the *art and science of improving mental health and wellbeing and preventing mental illness through the organised efforts and informed choice of society, organisations, public and private, communities and individuals.*

A national group has been developed to generate resources and training modules for the pending launch of the Mentalhealth4life programme, to which staff engaged in this pilot have been contributing examples of good practice. These resources set out across the life course what the evidence is for intervening early and what good looks like for; parents, early years, children and adolescents, for working age adults and for older age.

The on line training modules, for staff who will use the above resources, clearly define the competencies staff will require in; early years, schools, workplaces (such as councils and emergency services and other settings). The aim of the modules and resources is to promote resources for prevention and early intervention and ensure that mental and physical health promotion are offered through all life course stages and early access to treatment is promoted where needed through 16 nationally agreed pathways.

Much of the work described in the previous report to scrutiny sets out on the local CAMHS pilot has informed this resource. In the last report dated X the work on building National Institute of Clinical Excellence into 8 local pathways was described as was the app development and the training of staff

Since September the following has happened

### **Pathways**

The self harm, anxiety and depression, Autism Spectrum Disorders and Attention Deficit and Hyperactivity Disorder and eating disorder pathways have been tested in three schools and approved by the 5 Ways to Wellbeing hub which now meets fortnightly. The remainder are work in progress i.e; obsessive compulsive disorders, conduct disorders (for which additional parenting programmes, foster care training and funding for evidence based services is required) and a perinatal mental health pathway which includes the promotion of attachment.

### **The Five Ways to Wellbeing hub**

Two schools have had fortnightly multidisciplinary teams set up comprising of; the primary mental health worker, the school nurse, the primary mental health worker and nominated school representative such as year group tutor or SENCO.

Three other schools have also been offered this multidisciplinary team which aims to identify students in need of support early and adopt strategies to deal with them in school such as; CBT, Mindfulness, art therapy etc. This does not preclude an immediate referral to specialist CAMHS if the issue is severe and as agreed in the relevant pathway. It does however ensure some front line support if needed.

Fortnightly multidisciplinary Five Ways to Wellbeing hub meetings have been set up attended by the; primary mental health workers, educational psychology, school nurse, early help advisors, youth service, SEBDOS and will include community organisations (trained in recognising mental health and domestic abuse and signposting to services when required), school representatives and the youth parliament.

The focus of this larger meeting is to approve changes to pathways and feedback intelligence from schools about emerging issues. What is clearly emerging from staff working across Slough is that they are already supporting schools, parents and young people with causes for concern where; child sexual exploitation, e-safety, early psychosis and strange behaviours are occurring as a new underlying cause of self harm or anxiety and low mood (although there are very many other causes).

### **Training**

Two schools have been trained in Mental Health First Aid Lite (as this short half day session and is a good introduction and feasible for staff to attend) and three others have been offered training.

Two schools have been trained and three others have been offered the self harm workshop for the recognition of self harm and depression.

Training has also been requested by staff in eating difficulties and emotional and behavioural difficulties. Staff anxiety about the management of cases where voices are being heard, which could be related to early psychosis, are being managed through the offer of specialist CAMHS training.

Training in systemic family therapy has been agreed as a strategic priority and external funding is being sought to achieve this. There is interest within the schools in knowing more about the following interventions such as; Cognitive Behaviour Therapy (CBT), coaching, Mindfulness - for self harm, anxiety, low mood and emotional regulation issues, Family Systemic Therapy (FST), group dynamics, art approaches to distress.

All professions have shown interest in FST especially youth services and the school staff at one school wanted to know more about how to respond in an emergency so the Emotional First Aid programme will be offered subject to additional funding being found.

A specialist registrar is using the GP guide with fellow GPs and testing the pathways with them.

### **Resources**

Feedback on the multiple resources designed for GPs and schools has been positive. The self harm matrix and professional guide have been well received as have the maps showing the hotspots for domestic abuse. Staff are now aware of the long waiting times for specialist CAMHS and know that doing nothing once a child is referred is not an option. The Buckinghamshire self harm guide for schools has been useful and well received.

A set of multiagency operating procedures for the hub has been designed and the way in which self referrals can be facilitated will be approved in May, possibly via the new CAMHS web page which is planned will to appear on the Slough services guide at the end of the pilot phase.

### **Engagement with schools**

A key feature of whether a school can develop a whole school approach to promoting wellbeing is whether there is an existing avenue for information to be shared and pupils supported. Where schools do not see any problems but parents do then the Early Help Advisors in the hub are providing a way forward.

### **Engagement with social care**

It is important to note that a parallel hub called the CAMHS and wellbeing hub has been meeting weekly into which the learning from the Five Ways to Wellbeing Hub has been shared. This hub is available on a drop in basis to support social workers

in their assessments and as a result of the clear need for training there is now a strategic commitment to obtain Systemic Family Practice training for staff working in social care and early years as well as schools.

### **Five ways to wellbeing website**

The consultation phase with young people has been completed but the national funding was delayed until the first week in April. The self harm section is awaiting sign off and the anxiety and depression and bullying sections are under development. A set of screen captures will be available for the panel to see.

## **6. Comments of Other Committees**

The children and young peoples priority group three has worked collaboratively to approve the content and actions underway.

Schools and young people were involved in the outreach sessions to obtain local views on the contents of the website and on the resources

## **7. Conclusion**

The panel is requested to note and approve

- the significant changes that have occurred to service delivery within school settings within the prevention and early intervention pilot
- that funding is being sought to roll this model out to more schools and early years services and for staff in social care to receive training in systemic family practice
- that the results of the pilot will inform a full service specification which will describe an evidence based early years, primary and secondary school programme of public mental health services for Slough children and young people.
- that there is a still a considerable backlog in our specialist CAMHS services which is being reduced through additional winter pressures funding and ongoing service redesign
- that in support of the recommendations of the Thames Valley Childrens and Maternity network that the CCG plans to develop a perinatal mental health service which will support early years staff to recognise antenatal depression (which can lead to serious attachment problems) and intervene earlier
- It is also requested that panel members become familiar with the requirements to be mental health promotion champions and that corporately Slough Borough Council becomes one of the first to adopt the Mental Health Challenge set out in Appendix 1

## **8. Appendices**

Appendix 1- The ten actions a council can take to support the Mental Health Challenge



9. **Background Papers**

Mentalhealth4life examples - Prelaunch examples of resources and training modules will be available to view at the scrutiny meeting.

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## Appendix 1

### The ten actions a council can take to support the Mental Health Challenge

- Identify an elected member as a mental health champion across the council
- Identify a lead officer for mental health to link in with colleagues across the council
- Follow the implementation framework for the mental health strategy where it is relevant to the councils work and needs
- Work to reduce inequalities in mental health in our community
- Work with the NHS to integrate health and social care support
- Promote wellbeing and initiate and support action on public mental health for example through joint health and wellbeing strategies
- Tackle discrimination on the grounds of mental health in the community
- Encourage positive mental health in schools, colleges and workplaces
- Proactively engage and listen to people of all ages and backgrounds about what they need for better mental health
- Sign up to the Time to Change pledge

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## **SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education and Children's Services Scrutiny Panel **DATE:** 15<sup>th</sup> April 2015

**CONTACT OFFICER:** Carrol Crowe, Director of Strategy and Commissioning,  
Slough CCG .

**WARD(S):** All

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

#### **UPDATE ON SPECIALIST EMOTIONAL HEALTH AND WELLBEING (CAMHS)**

##### **1. Purpose of Report**

The purpose of this report is to update the Panel on the local service changes to specialist CAMHS which have taken place since May 2014 and re-commissioning arrangements from April 2015 for CAMHS across Tiers 3 and 4 (specialist and highly specialist support). (The first part of the report, attached within the agenda on Universal and targeted emotional health and wellbeing (CAMHS) has been provided by Dr Angela Snowling).

To remind the panel that the successful delivery of emotional health and wellbeing services (CAMHS) requires a partnership approach between providers at each service tier, and between commissioners and providers. This report should be read as a part 2 to Dr Angela Snowling's report.

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

That the Panel:

- Notes the latest national guidance and response to the local review of CAMHS.
- Notes the commissioning plans and arrangements for children and young people at each tier.
- Endorses the renewed emphasis on early intervention and prevention especially at universal and targeted level (Tier 1 and 2) and the expected impact of this work on higher levels of support.
- Notes the changes that are being made to improve provision at Tier 4 in Berkshire.
- Endorses the work to review the workforce training and development needs for better identification of post natal mental health issues, to receive swift and early help, and to better understand the reasons why women do not take up the provision of Adult Mental Health Services for pregnant women and for the first year after birth.
- Endorses the preparation of a joint CAMHS transformation action plan for all tiers of children and young people's mental health and wellbeing in accordance with "Future in Mind" recommendations.

##### **3. Supporting Information**

**What does a good child and adolescent mental health service good look like?**

The Joint Commissioning Panel for Mental Health (JCP-MH) ([www.jcpmh.info](http://www.jcpmh.info)) guide published in October 2013 on child and adolescent mental health services focused on good practice and the information in that guide has formed the basis for the planning of future CAMHS provision.

This means that in order to be a good service timely support will be provided without the need for long waits for interventions. The support will be effective and meet the needs of children and young people, and be efficient in terms of delivery at the earliest point of intervention. Access will be via clear care pathways which are well signposted and understood. These taken collectively will provide quality outcomes.

#### **4 Local and national publications on how children and young people's mental health and wellbeing should be improved, promoted and protected**

Numerous local, regional and national reviews into emotional health and wellbeing services for children and young people have been published over the past 12 months including a Berkshire CCG commissioned review which was published on the Slough CCG website last year.

Since then a "You said, We Did" update on progress has also been published by the CCG (December 2014). Both reports are also available on the Slough CCG website in a Young Person friendly format.

<http://www.sloughccg.nhs.uk/have-your-say/491-review-of-camhs>

'Future in mind – promoting, protecting and improving our children and young people's mental health and wellbeing' (March 2015) makes a number of proposals the government wishes to see by 2020.

<https://www.gov.uk/government/publications/improving-mental-health-services-for-young-people>

These include:

- tackling stigma and improving attitudes to mental illness
- introducing more access and waiting time standards for services
- establishing 'one stop shop' support services in the community
- improving access for children and young people who are particularly vulnerable

The report sets out how much of this can be achieved through better working between the NHS, local authorities, voluntary and community services, schools and other local services. It also makes it clear that many of these changes can be achieved by working differently, rather than needing significant investment. Much of this work has already started in Slough.

"Future in Mind" recommends the development of Transformation Plans for Children and Young People's Mental health and Wellbeing which clearly articulate the local offer. These Plans would cover the whole spectrum of services for children and young people's mental health and wellbeing from health promotion and prevention work, to support and interventions for children and young people who have existing or emerging mental health problems, as well as transitions between services. It is anticipated that the lead commissioner, in most cases the Clinical Commissioning Group, would draw up the Plans, working closely with Health and Wellbeing Board partners including local authorities. All these partners have an important role to play in ensuring that services are jointly commissioned in a way that promotes effective joint working and establishes clear pathways.

Slough CCG will be working with partners to develop a Transformation Plan. Lead responsibility will be confirmed in due course. Given the complex commissioning arrangements in Slough there is a need for close partnership engagement.

## **5 Local service changes in specialist CAMHs which have taken place since May 2014.**

### **Tier 3 CCG commissioned specialist provision from Berkshire Healthcare Foundation Trust (BHFT)**

Details on the improvements made to emotional health and wellbeing services are described in the 'You said .... We Did' report. There were ten recommendations from the Berkshire review and each has been progressed with much further work that is ongoing.

The CCGs applied and were successful in accessing over £400K of additional funding through the winter operational resilience funding from NHS England for 2014-15. The extra funding for the Berkshire East area has been used to:

1. Reduce waiting times, starting with those young people who are assessed as being at most risk. The CCG aim is to reduce the number of young people who reach crisis point. This has impacted positively on waiting lists but this work will not clear the backlog, the majority of which have been identified as not at immediate high risk.
2. Extend the availability of CAMHs services into evenings and weekends.
3. Enhance the existing Early Intervention in Psychosis Service for young people.
4. Reduce admissions to Wexham Park Hospital of young people with mental health issues.
5. Develop a psychological medicines service for young people based at Wexham Park Hospital

The criteria for being most at risk are (red RAG rated):

- Presence of suicide this could be a suicide attempt, persistent suicidal ideation or evidence of a plan or actual intent.
- Severe or rapid weight loss associated with eating disorder, or Height to Weight percentile < 2<sup>nd</sup> centile.
- Increased risk of harm to others.
- Presence of untreated psychotic features or bipolar affective disorder.
- Severe depression, severe anxiety/obsessive compulsive disorder/post-traumatic stress disorder when cases have been waiting for 6 months or longer with clear indication of a deterioration in their presentation.
- Presence of more than two of the following: self-harm (e.g. cutting), fleeting suicidal ideation, eating disorders with associated weight loss or physical sequelae, significant biological features of depression or other risk.
- Mental health issues with severe safeguarding concerns.
- One or more presentation to Accident and Emergency.

The waiting times for those rated as Amber or Green are variable dependant on the profile of risk. The longest waits are for those young people are on the Autism diagnostic pathway which accounts for more than 50% of current waiting list. Autistic Spectrum Disorder (ASD) is a diagnostic only pathway (at this point). The majority of the cases waiting are not at high clinical risk and are RAG rated as Amber/Green unless there are co-morbidities. This means that the waits in

this pathway have not been significantly impacted on as the increased resource is being targeted on red and amber rated cases. This is in no way to underestimate the impact of ASD on family life. There is much that schools, the voluntary sector and Local Authorities offer to support children pre and post diagnosis. The challenge is to do this in an even more coordinated way.

Berkshire CCGs are working with the police, ambulance service, Local Authorities, Public Health, hospitals, Drug and Alcohol Teams and Berkshire Healthcare Foundation Trust to develop an action plan as part of the Crisis Care Concordat.

A multiagency Berkshire group led by Public Health has been set up to better understand factors that influence suicide risk & self harm across all age groups with an aim of reducing rates.

A number of pilot projects are underway across Berkshire and learning from these will influence commissioning across Tiers. These pilots include:

- The pathways and App work being undertaken in Slough
- School based management of attention deficit hyperactivity disorder (ADHD).
- On-line counselling.
- Identifying and supporting women with perinatal and postnatal mental health issues earlier. Postnatal depression can impact upon the mother's ability to securely bond with her child, which in turn can lead to developmental difficulties in the infant.
- Use of assessments and training to identify emotional health and wellbeing issues in Looked After Children.

#### **TIER 4 (highly specialist CAMHs)**

Tier 4 provision is the highest level of service which is commissioned by NHS England. National findings from a NHS England review of Tier 4 provision in 2014 recommended that:

- Every area should have adequate capacity of Tier 4 CAMHs beds.
- There should be agreed national standards for referral, assessment, admission, trial leave and discharge.
- improved deployment of case managers
- Collaborative commissioning models should be explored which acknowledge that accountability rests with different statutory bodies whilst minimising perverse incentives. This should include care delivered at Tiers 3 and 4. Consideration needs to be given to how best Local Authority services can be involved in the model.
- Further work should be done to develop models of care across the whole care pathway for children and young people with eating disorders/learning difficulties with services providing alternatives to hospital admission.
- A wider discussion is required nationally regarding developing an adequate CAMHs workforce.

#### **Progress update on Tier 4**

The Berkshire Adolescent Unit in Wokingham has historically been commissioned as a Tier 3 resource. The national Tier 4 review recommended that every area should have adequate capacity at Tier 4. Since September plans have been agreed in principle with the CCGs and NHS England to change the



Berkshire Adolescent Unit, from a Tier 3 unit (with some Tier 4 activity) into a Tier 4 provision so that it can be open for 7 days, 52 weeks per year. It is hoped that the unit will eventually be expanded from 7 beds to form a larger in-patient residential unit (12-15 beds) as well as catering for day patients. This unit could also provide some crisis intervention beds. It is hoped that 2 additional beds will open later this year. There is no timescale set yet for the additional expansion. Under this new arrangement a proportion of the funding for running the provision will transfer to NHS England. The remaining Tier 3 resources for the community based Eating Disorders service and Early Intervention in Psychosis will be included within the Tier 3 CAMHS service specification for 15/16.

## **6 CCG commissioning intentions for 1516.**

The CCG is committed to increasing resources into tier 3 CAMHS and is in discussion with the provider around value, service configuration and outcomes. The CCGs wish to retain the successful elements of the initiatives funded through the winter operational resilience monies.

The government has signalled that additional funding for mental health and wellbeing services for children and young people will be made available in 15/16 and that this will be contingent on the development of local transformation plans as described in paragraph 4.

The Thames Valley Children's and Maternity network plans to influence development of a perinatal mental health service which will support early years staff to recognise antenatal depression (which can lead to serious attachment problems) and intervene earlier – this is described in Dr Angela Snowling's report. The CCG wishes to consider the findings of this work.

## **7. Conclusion**

The Panel is requested to note and approve:

- the significant changes that have occurred to service
- that bids for future central government grant funding will probably be contingent on having a local transformation plan in place.
- that the results of the Slough Tier 2 pilot will inform the local transformation plan.
- that there is a still a considerable backlog in our specialist CAMHS services which is being reduced through additional winter pressures funding
- that the Thames Valley Children's and Maternity network plans to influence development of a perinatal mental health service which will support early years staff to recognise antenatal depression (which can lead to serious attachment problems) and intervene earlier – this is described in Dr Angela Snowling's report



**SLOUGH BOROUGH COUNCIL****REPORT TO:** Education and Children's Services Scrutiny Panel **DATE:** 15<sup>th</sup> April 2015**CONTACT OFFICER:** Matt Redwood, Head of School Services and School Improvement (SBC)**(For all enquiries)** (01753) 477276**WARD(S):** All**PART I**  
**FOR DECISION****RAISING PUPIL ACHIEVEMENT/ SCHOOL IMPROVEMENT SERVICES****1 Purpose of Report**

This report is to report back on the consultation on Slough Borough Council's (SBC) strategy and policy for raising pupil achievement and the protocol for working with academies and free schools which is part of SBC's relationship with these schools as part of its supporting school improvement function. This report also details how resources for school improvement will be targeted to deliver SBC's Raising Pupil Achievement Strategy.

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

The Scrutiny Panel is requested to;

- (a) Recommend that the SBC Raising Pupil Achievement Strategy and Policy be adopted by Cabinet.
- (b) Recommend that the SBC Protocol for working with Academies and Free Schools be adopted by Cabinet.
- (c) Note the resource allocations to priorities within SBC's Raising Pupil Achievement Strategy.

**3 The Sustainable Community Strategy, the JSNA and the Corporate Plan**

The Sustainable Community Strategy (SCS) is the document that details the priorities agreed for Slough with partner organisations. The SCS has been developed using a comprehensive evidence base that includes the Joint Strategic Needs Assessment (JSNA). Both are clearly linked and must be used in conjunction when preparing your report. They have been combined in the Cabinet report template to enable you to provide supporting information highlighting the link between the SCS and JSNA priorities. The Corporate Plan is the Council's forward planning document. It sets out the Council's vision and objectives for the year ahead and reports should also be written in this context.

3a. **Sustainable Community Strategy Priorities**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Sustainable Community Strategy (SCS) priorities as set out below.

Priorities:

- Economy and Skills
- Health and Wellbeing
- Regeneration and Environment
- Housing
- Safer Communities

3b. **Sustainable Community Strategy: Cross-Cutting themes**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to the Sustainable Community Strategy in the development of Civic responsibility and improve the image of the town.

3c. **Joint Strategic Needs Assessment (JSNA)**

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Joint Strategic Needs Assessment as set out below:

- Reduce inequalities in health
- Reduce adult and childhood obesity
- Improve the quality and availability of housing and environment for Slough residents
- Increase skills and employment opportunities
- Reduce violent crime, domestic abuse and sexual abuse
- Early intervention to reduce child poverty and improve child safety
- Reduce the impact of mental illness
- Early diagnosis of long term conditions

3d Corporate Plan 2012/13

Improved pupil outcomes and successful self improving schools supported by appropriate targeted support contribute to a number of the Corporate Plan objectives as set out below.

The Plan's objectives are:

1. Improve customer experience
2. Deliver high quality services to meet local needs
3. Develop new ways of working
4. Deliver local and national change
5. Develop a skilled and capable workforce
6. Achieve value for money

#### 4 **Other Implications**

##### (a) Financial

There are no financial implications of the proposed action. All School Improvement services are included in the contract between SBC and Cambridge Education.

##### (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	None	
Community Support	None	
Communications	None	
Community Safety	None	
Financial	None	
Timetable for delivery	N/A	
Project Capacity	N/A	
Other		

##### Human Rights Act and Other Legal Implications

There are no human rights implications for this report

##### (c) Equalities Impact Assessment

A key element of raising pupil achievement is 'narrowing the gap' for vulnerable groups.

There is no identified need for the completion of an EIA.

#### 5 **Supporting Information**

Local authorities' statutory responsibilities for educational excellence are set out in Section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. SBC as the local authority has a statutory responsibility to monitor, challenge and intervene in maintained schools. The Education Act 1996 places a duty on the local authority to promote high standards in academies and free schools. These schools are not maintained by SBC so it does not have powers of intervention, these are held by the Secretary of State.

The SBC Strategy for raising pupil achievement (attached at Appendix A) outlines how SBC as local authority intends to work with early years settings, schools and other partners to promote high standards.

The SBC Policy for raising pupil achievement (attached at Appendix B) outlines how SBC will fulfil its statutory duty towards maintained schools to monitor, challenge, provide early support for those schools in difficulty and intervene as necessary.

In order that there is a clear and constructive working relationship between SBC as local authority and academies and free schools a protocol for working together has been drafted. This outlines the legal expectations placed upon academies and the local authority and outlines how the local authority intends to work with academies and free schools to discharge these responsibilities. (attached at Appendix C)

These three documents were endorsed for consultation by Scrutiny Committee in December 2014. Head teacher representatives were involved in the drafting of these documents. These documents have been circulated for consultation widely including all head teachers and chairs of governors of all schools and academies in Slough.

There have been no suggested alterations raised as a result of this consultation and so it is proposed that these documents are now adopted as SBCs policies.

An important aspect of SBCs Raising Pupil Achievement Strategy is the allocation of appropriate resources to achieve the proposed aims of the strategy. In discussion and agreement with Schools Forum it is proposed that resources are allocated to different strands of activity within the strategy.

These strands of activity for 2015/16 are:

Annual monitoring of schools via the 'Autumn Visit'- a visit by a school improvement consultant to discuss with the head teacher and chair of governors the school's performance and areas for development;

Support by school improvement consultants for maintained schools needing to improve, either identified after an Autumn Visit or after an Ofsted inspection;

Targeted consultant work on areas for support and improvement such as performance of SEN pupils and performance of different groups of pupils as defined by deprivation or ethnicity;

Support for Literacy and Maths in primary and secondary schools;

Head teacher development programme;

A governors' support, training and briefing programme.

Some of this support is delivered by school improvement consultants and some via schools supporting each other, either individually or through school networks.

The total level of funding in 2015/16 to support school improvement and school development across the Borough is projected to be circa £650,000.

## 6 **Conclusion**

The Committee is requested to consider the recommendations set out in the report.

7 **Appendices Attached**

'A' SBC Raising Achievement Strategy

'B' SBC Raising Achievement Policy

'C' SBC Protocol for Working with Academies and Free Schools

8 **Background Papers**

Department for Education, Schools Causing Concern. Statutory guidance for local authorities. May 2014

Ofsted. The framework for the inspection of local authority arrangements for supporting school improvement. November 2014

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**APPENDIX A**

**SLOUGH LOCAL AUTHORITY**  
**Raising Achievement Strategy**  
**2015-2017**

**“Today’s education, tomorrow’s future”**

## FOREWORD

We take pride in what has been achieved in Slough through partnership work between and with schools, early years settings and academies, and a strong focus on providing high quality services to children, young people and their families. Our aim is to provide children and young people with the best possible start in life and we firmly believe that high quality education from the earliest stage is the most important route to ensuring that they receive this.

Evidence shows that children and young people make good progress in Early Years settings, schools and academies in Slough. We recognise the achievements and hard work of pupils, early years settings, schools and academies in Slough. However, we know we can achieve more, and this strategy sets out the ways in which the Council's raising achievement services, delivered in partnership with Cambridge Education, will work with partners such as the Slough Learning Partnership and Teaching Schools Alliance to have a positive impact on the effectiveness and quality of education in Slough. We aim to ensure that all our children and young people receive an education which is good or better, and that they should achieve their potential, no matter what barriers they may face.

We know that elected council members, senior officers, head teachers, early years managers and governors understand the drive for all pupils to attend a good or better school by the end of the 2016/2017 academic year. Partnership and collaboration between schools are helping us to move from central intervention and towards school-to-school challenge and support. Schools and settings are increasingly willing to be open and to share strengths and areas for development with each other. Our school leaders understand their responsibility for raising achievement and that the Council's role is to promote high standards and champion excellence through monitoring, challenge and intervention, providing support as appropriate.

We will build on what has been achieved through the work of the Children and Young People's Partnership: the many services across the Council that support our schools and through our close links with other agencies, businesses and local voluntary sector. In partnership we can demonstrate our continued commitment to improving outcomes for children, young people and their families and ensure that children from disadvantaged backgrounds are able to prosper in the future. We also place the highest emphasis on the promotion of the safety and well-being of children and young people, which is so essential in supporting educational success.

Our Children and Young People's Plan harnesses the energy of all our partners towards our vision that all children and young people should:

- Enjoy life, achieve through learning, be proud of where they live and be valuable members of the community

Key priorities of the Plan are to:

- Ensure that children and young people have access to high quality and effective education, leading to rapid and sustainable progress with high levels of achievement and,
- Offer young people opportunities to access high quality education, future employment and training, lead healthy lifestyles and become responsible citizens as they move into adult life.

Children's Centres, Early years settings and schools contribute so much to ensuring that we can achieve our vision and strategic priorities and develop active, responsible and successful learners who are leaders of the future, working in a thriving local economy. We will do all we can, working with them, to ensure that every educational setting in Slough is good or better.

**Cabinet Member  
for Children's Services**

**Director of Well-being**

## INTRODUCTION

This Strategy is based on a strong partnership approach across the Slough education community. It is about working together to strengthen schools and raise standards, particularly related to the needs of vulnerable groups. The emphasis is on collaboration and taking pre-emptive action to avoid the escalation of difficulties. The intention is to have robust schools which can not only improve themselves but can also reach out to support others. The Local Authority will take a strategic overview, supporting and brokering early support for those in difficulty and championing a collaborative and positive approach which involves constructive challenge to drive along a path to all schools being good or outstanding. It will foster a close relationship with Slough Learning Partnership and Teaching Schools Alliance in order to ensure there is strong support for schools.

Slough is an urban area, comprising densely populated and richly diverse communities. It has a strong business sector including the headquarters of several key multi-national companies and a 21st century profile of innovative and creative industries. There are, however, significant pockets of disadvantage and many vulnerable children, with high numbers of new migrants and asylum seekers from more than 70 different countries, unaccompanied minors and transient families. There are also large variations in terms of affluence and deprivation among neighbourhoods across Slough.

Over 140 different languages are spoken across Slough and more than 50 different languages are spoken as a first language by children in Slough schools. Within Slough there are well-established ethnic communities. As well as Black and Minority Ethnic (BME) communities, one third of the population was born outside of the UK and one fifth from outside the European Union. In January 2014, children from the 'Any Other White Background' ethnic group (i.e. not White British, White Irish, Irish Traveller or Gypsy/Roma) made up 9.8% of the school roll (*11.4% of the Primary school roll, 8.2% of the secondary school roll, and 6.3% of the Special Schools roll*). Between 2013 and 2014, the total number of pupils attending all schools in Slough rose by 3.53% (from 27,259 to 28,220). This is the third highest increase in this period across all English councils (only Hackney – at 5.25%, and Greenwich – at 3.67%, saw higher proportional increases). Many Slough schools – particularly in the primary phase - experience a high level of pupil turbulence. It is not uncommon for mobility levels to exceed 20 per cent in one academic year.

Schools, early years settings and the Local Authority are working at a time of great change, as many schools move to academy status, and the role of the local authority (LA) is redefined. In Slough, this does not alter the joint commitment to the children and young people. The LA looks forward to a continuing thriving relationship with academies, schools, settings, and other partners as it aims to deliver excellence and high standards for all pupils and their families. The Slough Learning Partnership, Slough Teaching Schools Alliance, multi-academy trusts (MATs), school trusts, children's centre hubs and other school collaborations are significant and exciting innovations, and the LA anticipates working collaboratively with all partnerships as they develop. The LA welcomes any opportunity to work with private, voluntary and independent settings, maintained schools and academies to promote the best possible education for children and young people across the community. The LA will seek ways to link actions within

this strategy to other work across Slough such as the development of apprenticeships and raising participation.

## **THE ROLE OF THE LOCAL AUTHORITY**

The 1996 Education Act , modified by the 2006 Education and Inspections Act, places a duty on local authorities ‘to promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education’

Slough understands the changing role of local authorities in a more autonomous and diverse school system, but the LA recognises that there are expectations on it to support and challenge maintained and non-maintained schools, academies and free schools. The LA recognises its role as a strategic commissioner. The LA’s role can be summarised as follows:

- raising expectations about the standards of performance and effectiveness and challenging educational provision in a local authority area
- identifying good or better practice so that it can be shared more widely
- providing a sharp challenge and the impetus to act where raising achievement is needed
- recommending specific priorities for improvement and checking on subsequent progress
- evaluating Slough Borough Council (SBC) performance and capacity to improve statutory raising achievement functions.

This document describes the ways in which the LA and its partners seek to promote high standards and the fulfilment of potential, as well as the LA’s main statutory raising achievement responsibilities and sets out a framework within which the LA will work to fulfil these.

## **VISION - TOWARDS EXCELLENCE**

The Authority’s vision “Today’s Education, tomorrow’s future” is to raise the aspirations and improve the life chances of every child and young person, protecting vulnerable groups and promoting an employability and skills agenda. The intention is to maximise the benefits of the collective resolve to create a partnership which gains the confidence of schools in delivering excellent education services for all children and families. The ambition is that every child and young person is educated in a well-resourced and well run school or setting.

In Slough, the aspiration is to have significantly more outstanding schools and no school or setting less than good. By 2016 our aim is for 100% of all Slough schools to be good or outstanding. To achieve this, the LA, Cambridge Education, children’s centres, early years settings and schools will work in partnership to build capacity across the system; recognising excellence and support partnership across the Borough.

## **Context**

In Slough there are outstanding, good and improving schools and early years settings. However, some are underperforming and these need intensive support to bring about improvement. Outcomes for pupils are at and above national averages on many measures, but the LA aspires to achieve more. The changing social context with changing patterns of family life, including high mobility and turbulence, alongside technological and global changes, place significant challenges on schools, families and communities. Slough is committed to intervening early to prevent problems, to supporting parents and families and building stronger and united communities.

Alongside this the LA does currently retain a number of key responsibilities:

- sufficiency of school places
- responsibilities in relation to underperforming maintained schools, as described in DfE guidance updated in May 2014
- Special Educational Needs (SEN) provision
- ensuring assessment is secure and teachers are appropriately trained, including moderation of the Early Years Foundation Stage Profile
- ensuring that there is induction for new governors and access to information
- involvement with head teacher appointments
- promoting the educational aspirations and achievements of Looked After Children (LAC) across all schools
- tracking of Children Missing Education (CME), ensuring they are safe and provided with appropriate education
- ensuring children with Special Educational Needs across all schools and settings are identified at an early stage, appropriate intervention and assessment is carried out and appropriate resources and provision are made where necessary
- working in partnership with relevant agencies, including schools and early years settings to ensure the safeguarding of children
- building of maintained schools
- finance for maintained schools
- improving outcomes for children in the Early Years Foundation Stage and narrowing the achievement gap
- developing free early learning places for disadvantaged two year olds
- the establishment and maintenance of a funding formulae for schools and servicing of the schools forum

## **Key principles**

This work is underpinned by the following key principles:

- Educational achievement is the most effective way to improve outcomes and break cycles of deprivation and poverty. Improving life chances for all is therefore the key driver of this work and there is a crucial role for everyone in shifting the focus from dealing with the consequences of difficulties in children's lives, to early identification and intervention and safeguarding them in the first place.

- High quality early education is good for children, with positive short and longer term impacts on their learning and development. Early years education is also good for equality, with the most disadvantaged children reaping the greatest benefits.
- Partnerships have a key role to play because they provide a rich combination of high expectations, innovative thinking and a strong community within which all learners can thrive and achieve.
- While schools are self-managing and autonomous institutions, responsible for their own performance and improvement, the LA will support and challenge them and intervene where appropriate, to improve and sustain improvement, both in attainment and in the achievement and rate of progress of our children and young people.
- Learning must be personalised, and partners will work together to close the attainment gap for all pupils and particularly for our most vulnerable groups.
- All pupils, and in particular the most vulnerable, must have the support they need to overcome any barriers to their learning and well-being.
- The range of high quality opportunities for 14 – 19 year olds (and to 25 for those with SEND who remain in education or training) will continue to be a priority, in order to meet the interests, aspirations and needs of Slough's young people, and to respond to the raising of the participation agenda.
- The LA will continue to work with parents, families, communities and partners to manage delivery of its services through a common approach, resulting in improved outcomes for children and young people in Slough, particularly the most vulnerable.

**The Local Authority will:**

1. Work in partnership with all schools, academies, children's centres and private, voluntary and independent settings, to assure best possible educational provision in Slough
2. Commission and broker appropriate raising achievement support according to criteria set out in this document
3. Fulfil the LA's specific intervention role in relation to schools causing concern
4. Work constructively to support academies and Free Schools
5. Emphasise the strategic role of partners, inside and outside the Local Authority, especially the private, voluntary and independent sector (PVI)
6. Support the work of Governors in managing change effectively
7. Support succession planning to meet recruitment challenges, and head teacher appointments
8. Promote equality of opportunity and tackle discrimination
9. Promote race equality
10. Appoint a Standing Advisory Council on Religious Education (SACRE).

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**APPENDIX B**

**Slough Local Authority**

**RAISING ACHIEVEMENT POLICY 2015-2017**

## **THE SLOUGH RAISING ACHIEVEMENT POLICY**

The Local Authority, through Cambridge Education, pursues a policy of working in close and supportive partnership with all settings, schools and academies across the Borough. It pursues an open communication and understanding of the priorities and challenges of all educational establishments across the town.

The LA will seek to offer support and broker arrangements that will support schools autonomy and enable all schools and settings to be 'self improving'. The LA will monitor pupil achievement across the borough and will use qualitative and quantitative data to form a view on the performance of all settings and schools. It will target its support and resources using these judgements.

The LA's working relationship with academies is set out in the protocol document on Slough Borough Council working with academies and free schools.

The Early Years Service supports all settings (including childminders, children's centres, private, voluntary and independent settings and schools) providing for children from birth to five years of age in implementing the statutory requirements of the Early Years Foundation Stage. Support, challenge, intervention and training is offered in proportion to identified need to ensure that children in Slough can access high quality early education from the earliest stage.

The priorities for the LA are to work with all schools to:

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

These remain the priorities for 2015-16, regardless of any external changes.

## **OUR APPROACH TO CHALLENGE AND SUPPORT FOR ALL SCHOOLS**

The Local Authority in conjunction with Cambridge Education provides:

- Early Years information, advice and guidance for Slough schools and settings
- Statutory moderation of the EYFS profile
- Continuing professional development for all settings and schools providing for children within the EYFS
- Mandatory training for practitioners working in the early years
- Monitoring, challenge and intervention of schools causing concern
- Early support for those schools in difficulty
- Promoting schools' self-improvement and school-to-school support
- Head teacher recruitment
- Governor health checks and support
- Monitoring and moderation of assessments
- Support for vulnerable groups with the emphasis on closing the gap and assisting them in catching up with their peers

- Integrated Support Services (autism, psychology and SEN support)
- Fair Access with a focus on approaches which promote raising achievement and standards
- A psychological perspective and contribution to raising achievement
- Strong and effective support in the early years to give children the best start

### Challenge and Support in SBC Maintained schools- Criteria for levels of support and intervention

Slough as Local Authority will form a view on those schools which require additional support. This may be as a result of judgements from an OFSTED inspection or the LA's own monitoring via the autumn visit or analysis of pupil performance data.

### OfSTED Categorisation

<b>Grade 1</b>	Outstanding
<b>Grade 2</b>	Good
<b>Grade 3</b>	Requires improvement
<b>Grade 4</b>	Inadequate

<b>Grades 1 and 2 Outstanding and Good schools and all Academies</b>	<b>Expected LA Partnership</b>
<p><i>It is expected that schools will take responsibility for their continuing improvement through purchased, brokered and commissioned services. In addition, good and outstanding schools will work in partnership to support other schools to improve progress and attainment as well as enhancing educational opportunities.</i></p>	<p><b>Core Provision</b></p> <ul style="list-style-type: none"> <li>• One visit in the Autumn Term re attainment and progress</li> <li>• Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training (<i>through the Slough Teaching Schools Alliance</i>)</li> <li>• Access to training on local and national initiatives</li> <li>• Briefings and 'good practice' information sharing</li> <li>• Brokerage and commissioned support</li> <li>• Data information packs (as per SLA with data team)</li> </ul>

## Requires Improvement

It is important for the school and its community that timely and effective challenge and support is put in place, and the LA will work closely with senior leaders and Governors to address what the school needs to do to improve, as described in the OfSTED report. The purpose of supporting schools is to help leaders move the school forward and thus meet the expectations of teaching and learning, as well as floor targets relating to attainment and pupil progress.

Ofsted will closely monitor all schools that require improvement to check progress towards 'good'. A full Section 5 inspection will then take place within three years of the original judgement. The LA will partner all schools requiring improvement with a specialist phase consultant, and commission, broker and provide appropriate support as identified with the school. Strategy Action Group (SAG) meetings may be implemented if required to assure accountability. Strategy Action Group meetings are chaired by the Head of School Improvement and Standards, or their representative. The Chair will ensure that school support is coherent, aligned and focused on impact and outcomes for learners. The SAG will meet as often as required, and will report to the Assistant Director with timely and relevant information on progress or intervention that is required.

<b>Grade 3 Schools 'requiring improvement'</b>	<b><i>Expected LA Partnership</i></b>
<p><i>These schools will commission support within the LA and from other partner schools, but in addition, the LA will take an early support and challenge role to ensure that the school is on an upward trajectory and well-placed for OfSTED re-inspection.</i></p>	<p><b><i>Core Provision</i></b></p> <ul style="list-style-type: none"> <li>• One visit in the Autumn Term re attainment and progress</li> <li>• Follow up Spring and Summer visits or more frequently as appropriate</li> <li>• Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training (through the Slough Teaching Schools Alliance)</li> <li>• Access to training on local and national initiatives</li> <li>• Briefings and 'good practice' information sharing</li> <li>• Brokerage and commissioned support, some of which may be funded</li> <li>• Data information packs</li> </ul> <p><b><i>Core provision</i></b> as above, and in addition an LA inspection. This is:</p> <ul style="list-style-type: none"> <li>▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria and conducted jointly with the Head teacher, to challenge and ensure that the upward trajectory of improvement has been sustained, especially in</li> </ul>

	<p>relation to OfSTED priorities.</p> <p>This inspection will be led by an Ofsted inspector and will be paid for by the LA as part of its provision for schools that require improvement.</p> <p>The outcomes of this inspection will determine future action. This could include partnership with a good or outstanding school or Academy or proposal to move to sponsored Academy status.</p>
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## PERFORMANCE AND OUTCOMES CAUSING CONCERN

This guidance provides information, on the legislative requirements for intervening in schools causing concern. It relates to the 2006 Act, and has been amended by several, subsequent Acts, including changes made by the Education Act 2011.

- A school will be “eligible for intervention” if they have not complied with a Warning Notice or where they require significant improvement or require special measures.
- Where schools are eligible for intervention local authorities may exercise their powers to: require the governing body to enter into arrangements; to appoint additional governors; to suspend the delegated authority for the school’s budget; to appoint an Interim Executive Board (IEB).
- Where schools are eligible for intervention, the Secretary of State has the power to appoint additional governors; appoint an Interim Executive Board, make an academy order or direct the local authority to close a school.

### Warning Notices:

Performance standards and safety Warning Notices should be used as an early form of intervention where standards are unacceptably low and other tools and strategies have not secured improvement. A performance standards and safety Warning Notice may be given by a local authority in one of three circumstances. Where:

1. the standards of performance of pupils at the school are unacceptably low and are likely to remain so unless the authority exercise their powers under Part 4 of the 2006 Act; or
2. there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance; or
3. the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).

The definition of what constitutes low standards of performance is set out in section 60 (3) of the 2006 Act. This is where they are low by reference to any one or more of the following:

1. the standards that the pupils might in all the circumstances reasonably be expected to attain;
2. where relevant, the standards previously attained by them; or
3. the standards attained by pupils at comparable schools.

Cases where schools are performing below the floor standards would be covered by point 1 above. There is a clear expectation that in those cases, where the school has a history of performing below floor, conversion to an academy with a strong sponsor will be the normal route to secure improvement required by the Department for Education.

## **ANNEX A**

### **Powers and types of intervention – LAs**

Where a school is eligible for intervention there are a number of powers the Local Authority or the Secretary of State may use to drive high achievement. These interventions are set out in sections 63-66 of the 2006 Act in respect of local authorities and sections 67 to 69 in respect of the Secretary of State. Local authorities must give reasonable notice in writing to the governing body that they propose to exercise their powers under any one or more of sections 63 to 66.

#### **The Four Local Authority powers of intervention**

##### **1. To require the governing body to enter into arrangements.**

Section 63 enables a local authority to require a school which is eligible for intervention to enter into arrangements with a view to improving the performance of the school. The local authority may give the governing body a notice requiring them:

1. to enter into a contract or other arrangement for specified services of an advisory nature with a specified person (who may be the governing body of another school)
2. to make arrangements to collaborate with the governing body of another school
3. to make arrangements to collaborate with a further education body or
4. to take specified steps for the purpose of creating or joining a federation.

##### **Timeframe**

Where the school is eligible for intervention as a result of being given a performance standards and safety Warning Notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, it can no longer be exercised and a new Warning Notice must be given in order to do so.

## **Consultation**

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

## **2. The appointment of additional governors**

Section 64 enables a local authority to appoint additional governors where a school is eligible for intervention. The local authority is likely to appoint additional governors when they would like a school to be provided with additional expertise and may appoint as many additional governors as they think fit. In the case of a voluntary aided school where the local authority have exercised the power to appoint additional governors, the appropriate appointing authority in relation to that school may appoint an equal number of governors to those appointed by the local authority.

## **Timeframe**

Where the school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. Where the local authority appoints additional governors there is no requirement to consult.

## **3. The appointment of an Interim Executive Board (IEB)**

Section 65 of the 2006 Act enables the local authority to apply to the Secretary of State for consent to constitute the governing body as an IEB in accordance with Schedule 6 to the 2006 Act. An IEB can be used to accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement or where there has been a serious breakdown of working relationships within the governing body of the school.

## **Timeframe**

This power may be exercised at any time a school is eligible for intervention and is not subject to the time limitation set out above in respect of other intervention powers.

## **Consultation**

Before the local authority can exercise this intervention power they must consult:

1. the governing body of the school
2. in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority, and
3. in the case of any other foundation or voluntary school, the person or persons by whom the foundation governors are appointed.

A fair consultation must be undertaken when proposals are at a formative stage and include sufficient detail to allow those affected to give a considered response. A minimum of 14 days should be allowed for parties to respond, but each case may be different and

the length of time for consultation may vary.

IEB applications should be made using the form on the DfE website and should follow the guidance for the completion of an IEB application form. After obtaining consent in writing from the Secretary of State, the local authority must write to the governing body to give them notice that the IEB will be established (a “notice of establishment”). This notice should specify a date when the IEB will commence and will usually also give a date when the IEB will cease.

### **Delegated budget**

An IEB has a right to a delegated budget. If the school’s budget has previously been withdrawn from the governing body, then the local authority must restore the budget from

The date when the IEB commences its work. If a notice has been given to the normally constituted governing body specifying a date when it is proposed to withdraw the right to a delegated budget, the notice will cease to be valid from the date of commencement of the IEB.

### **The role and duties of the IEB**

The IEB’s main functions are to secure a sound basis for future improvement in the school and to promote high standards of educational achievement.

The IEB should be considered as the governing body of the school and any reference in the Education Acts to a governor or foundation governor has effect as a reference to an interim executive member. During the interim period, when the governing body is constituted as an IEB, the requirements concerning the governing bodies constitution set out in the School Governance (Constitution) (England) Regulations 2007 do not apply. The IEB will take on the responsibilities of a normally constituted governing body, including the management of the budget, the curriculum, staffing, pay and performance management and the appointment of the headteacher and deputy headteacher. An IEB may recommend to a local authority, or recommend that the Secretary of State give a direction to a local authority, that a school should be closed. However, the IEB cannot itself publish proposals for closure. If, following the statutory consultation and other procedures, it is agreed that the school will be closed; the IEB should continue to hold office until the implementation date of the proposal. The IEB may also seek an Academy Order from the Secretary of State to convert the school to an Academy with a strong sponsor.

### **Membership of the IEB**

As set out in Schedule 6 to the 2006 Act the number of interim executive members must not be less than two; once the IEB has been established, further interim executive members can be appointed at any time. An IEB should be a small, focused group appointed for the full period which it is expected to take to turn the school around.

Members of an IEB should be chosen on a case by case basis, depending on the needs of the school and existing governors may be appointed to the IEB.

Interim executive members may be removed in limited circumstances. This can be for incapacity or misbehaviour or where their written notice of appointment provides for termination by the appropriate authority on notice. The appropriate authority may be the local authority or the Secretary of State depending on who made the appointment.

The local authority should produce a written notice of appointment for each member of the



IEB. Copies of this notice should be sent to all other members of the IEB; the school's existing governing body; the Secretary of State; and, in the case of foundation or voluntary schools, the diocesan or other appropriate appointing authority. A local authority or the Secretary of State may choose to pay interim executive members such remuneration and allowances as is considered appropriate.

#### **4. The suspension of delegated authority for the governing body to manage a school's budget.**

Section 66 of the 2006 Act enables a local authority, by giving the governing body of the school notice in writing, to suspend the governing body's right to a delegated budget. This applies where a maintained school is eligible for intervention and the school has a delegated budget within the meaning of Part 2 of School Standards and Framework Act 1998.

A copy of the notice to suspend the right to a delegated budget must be given to the head teacher of the school and the governing body. If the local authority has appointed an Interim Executive Board (IEB), it cannot suspend the school's right to a delegated budget.

#### **Timeframe**

Where a school is eligible for intervention as a result of being given a performance standards and safety warning notice, this power must be exercised within a period of two months following the end of the compliance period. If the local authority fails to exercise this power within this time, a new warning notice must be given in order to do so. There is no requirement for the local authority to consult before exercising this power.

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## **APPENDIX C**

### **SLOUGH BOROUGH COUNCIL (SBC) WORKING WITH ACADEMIES AND FREE SCHOOLS IN SLOUGH**

#### **1. Introduction**

The purpose of this document is to set out the broad relationship between Slough Borough Council including Cambridge Education (working with and on the behalf of Slough Borough Council) and academies in the Borough of Slough. This will enable greater clarity about respective roles with an unequivocal view to enabling all children and young people attending all Slough schools to fulfil their potential. There is a shared objective to sustain the strong relationship both among schools and between them and the Council, and it is in everyone's interest that that relationship be preserved and that the relationship between schools and the Council, directly and through Cambridge Education is developed and built upon. This protocol explains how all parties will continue to work together and how any problems can be resolved. A close and robust relationship will create the environment in which attainment is raised for all Slough pupils, continuous improvement in performance and inclusion is achieved and in which concerns can be dealt with at the earliest opportunity. In an increasingly diverse educational landscape, SBC will exercise a range of roles and responsibility, largely but not exclusively in line with its statutory duties. SBC is committed to working with academies and sponsors, especially to ensure vulnerable pupils can access their nearest appropriate school and receive the support they need to make good progress.

SBC as the Local Authority continues to have a statutory responsibility to promote excellence and address underperformance in education across all settings and providers. It would always be the intention to deal with matters at a local level and the Council will do our utmost to do so, but ultimately the Council has a duty to refer serious or persistent concerns to the Department for Education or the Education Funding Agency (EFA). The preference however, is to work collaboratively with schools to prevent under performance and support all schools to continuous improvement. In this respect the Council would welcome this protocol being embraced by all academies and free schools in Slough.

#### **2. Underlying principles:**

All academies and SBC recognise they have a part to play in ensuring the best possible provision for all young people living in and/or being educated in Slough. This applies especially to vulnerable groups such as those who suffer deprivation, have special needs, are children in need or are in care or those from a minority cultural or ethnic group. To that end everyone will:

1. Work in partnership on all matters relating to the education and welfare of young people
2. Raise matters about academy performance openly
3. Act fairly and show respect
4. Be aware of the impact of any action on schools and other providers
5. Participate in local partnerships and other fora related to developing local education provision
6. Share data in line with the existing protocol and not use that data to criticise other schools and providers
7. Promote safeguarding in all circumstances

### **3. Statutory roles and responsibilities for Academy Trusts**

The key responsibilities of Academy Trusts are to:

- Ensure provision of high quality education
- Ensure the Academy is fully inclusive
- Monitor and challenge performance, especially in relation to achievement, curriculum, behaviour, attendance, staffing, budget and the community
- Act as a critical friend
- Employ staff
- Set the Academy's budget
- Comply with company and charity law
- Manage and comply with the funding agreement
- Manage the Trust's finance and property
- Determine the admissions policy and participate in the LA's co-ordinated schemes
- Arrange for admissions appeals to be heard
- Promote the safeguarding and welfare of all children and young people
- Play an active part in the wider community

### **4. Responsibilities retained by the Local Authority**

The Local Authority retains responsibility for a variety of services for all schools and academies:

#### **4.1 School improvement**

- LAs have a statutory duty under Section 13a of the 1996 Education Act 'to promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education'
- Monitor results across schools and academies particularly those for vulnerable groups of pupils
- Challenge maintained schools, starting with 'the autumn visit' and offer the same service to academies
- Intervene in maintained schools as required in the Lent and summer terms and as commissioned by academies

#### 4.2 Home-to-school transport

- Consult on and determine and promulgate a home-to-school transport policy
- Assess pupils' eligibility for home-to-school transport
- Make appropriate provision for eligible pupils
- Manage an appeals process and deal with complaints
- Maintain safety standards for pupils, including behaviour on transport
- Ensure best value in commissioning transport

#### 4.3 Assessing pupils' educational needs as part of their Education, Health and Care Plans (including the work of educational psychologists):

- Consider requests for statutory assessments of pupils' special educational needs
- Decide upon a setting which meets the pupils' needs, in conjunction with other agencies as necessary
- Conduct statutory annual reviews of pupils' needs to re-assess them and to determine whether they are being met
- Appearing before SENDIST in relation to parental appeals

#### 4.4 Monitoring of SEN Provision

- Collect information that enables the LA to judge: pupils' progress; the use of resources; and the quality of provision for SEN pupils.
- Consider the resources at the disposal of individual schools as part of pupils' annual review

#### 4.5 Provision for pupils with identified high level SEN

- The LA will consider whether top up funding will be allocated to mainstream schools in addition to their delegated budgets to meet the needs of children with statements/EHSCP on completion of statutory assessment or following annual review
- Commissioning places in academy special schools
- Managing placements in specialist support centres/bases within mainstream schools
- Managing placements in independent sector providers

#### 4.6 Parent partnership

- Provide an 'arm's length' Parent Partnership (PPS) service that offers advice and support to the parents and carers of children and young people with special educational needs

#### 4.7 Provision of Pupil Referral Places or educational provision

- Ensure all children who fall under the scope of Section 3 of the Children, Schools and Families Act 2010 receive efficient full-time education unless reasons that relate to their medical condition mean that this would not be in their best interests

#### 4.8 Safeguarding

- Ensure schools are aware of their responsibilities for safeguarding children
- Monitor their safeguarding performance through annual audit
- Bring any deficiencies to the attention of the governing body and advise on remedial measures that need to be taken
- Make available appropriate training, model policies and procedures
- Assist in dealing with allegations against staff, volunteers and pupils and ensuring arrangements are in place to prevent unsuitable staff and volunteers from working with children
- Ensure all children who go missing from education or who are electively home-educated are safeguarded
- Issue work permits and performance licences for individual pupils
- Responsibilities for Looked After Children including corporate parenthood and Virtual School.

#### 4.9 Attendance

- Ensure schools comply with their responsibilities in relation to attendance registers as set out in the pupil registration regulations through an annual registration audit
- Prosecute parents in conformity with the LA's policies

#### 4.10 School place planning

- Liaise with providers of school places to ensure every child of school age has a school place
- Maintain an Education Infrastructure Plan

#### 4.11 Co-ordination of admissions

- Consult on and set co-ordinated admissions schemes
- Consult on and set admissions arrangements for maintained schools according to the School Admissions Code and legislation
- Prepare cases for admissions appeals panels
- Manage 'in-year' admissions
- Champion the rights of children to be admitted to their preferred school, particularly vulnerable children.

### **5. Timetable with academies 'to promote high standards and fulfilment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education'.**

All academies will be offered the opportunity of an autumn visit with a School Improvement Consultant to discuss pupil achievement and the effective functioning of their school.

If an academy does not wish to have this discussion then SBC as Local Authority will use publically available data and any school specific data provided under the agreed data sharing protocol to form its judgements.

January. The LA will use publically available information as outlined in the DfE 2014 School and College Performance tables to form a view on pupil performance and progress within an academy.

February. If there is an area of concern the LA will follow the agreed protocol and inform the academy of its concern and request a meeting to discuss this with the headteacher.

Following this meeting if there continues to be an area of concern the LA will ask the academy to respond outlining the actions agreed by the school to address the area of concern. The LA will offer to work with the academy trust in securing appropriate support for the school.

The LA follows the protocol and will either monitor progress via published annual performance data or refer the area of concern to the EFA and/or the DfE.

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 15th April 2015

**CONTACT OFFICER:** Dave Gordon – Scrutiny Officer  
(For all Enquiries) (01753) 875411

**WARDS:** All

**PART I****FOR COMMENT & DECISION****EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL – 2014/15 WORK PROGRAMME****1. Purpose of Report**

- 1.1 For the Education & Children's Services Scrutiny Panel (ECS Scrutiny Panel) to identify priorities and topics for its Work Programme for the 2014/15 municipal year.

**2. Recommendations/Proposed Action**

- 2.1 That the Panel agree its work programme for the 2014/15 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 ECS Scrutiny Panel lies around the Cabinet Portfolios of Education & Children and Community & Leisure 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 ECS 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 2014/15 ECS Panel

8. **Background Papers**

None.

**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL**  
**WORK PROGRAMME 2014/15**

<b>Meeting Date</b>
<b>Wednesday 15 April 2015</b>
<ul style="list-style-type: none"> <li>• <u>Improvement Plan: Progress Report</u></li> <li>• <u>Corporate Parenting Panel Annual Report</u></li> <li>• <u>CAMHS</u></li> <li>• <u>Schools exclusion policy</u></li> <li>• <u>Community Learning and Skills Service</u></li> </ul>

**To be programmed:**

<b>Issue</b>	<b>Directorate</b>	<b>Date</b>
<u>Teacher recruitment</u>	CE	June 2015
<u>Team Around You – pilot results</u>	W	July 2015
<u>SEND Reforms</u>	W	July 2015
<u>Slough Safeguarding Board – annual report</u>	W	Autumn 2015

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**MEMBERS' ATTENDANCE RECORD**  
**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL 2014-15**

	<b>MEETING DATES</b>					
<b>COUNCILLOR</b>	<b>28/07/2014</b>	<b>02/10/2014</b>	<b>04/12/2014</b>	<b>29/01/2015</b>	<b>11/03/2015</b>	<b>15/04/2015</b>
Abe	P	P	Ap	P	P	
Bal	P	P	P	P	Ap	
Brooker	P	P	P	P	P	
Chahal	P	Ap	Ap	P	P	
Davis	P	P	P	P	P	
Holledge M	P	P	Ap	P	P	
Malik	P	P*	P	P	P	
Matloob	P	P	P	P	P	
Sohal	Ap	P	Ap	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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