

Date of issue: Wednesday 20<sup>th</sup> January 2016

**MEETING**

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

(Councillors Abe (Vice Chair), Bal, Brooker, Cheema,  
Dhillon, Matloob, Morris, Pantelic and Rana)

**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:**

THURSDAY, 28TH JANUARY, 2016 AT 6.30 PM

**VENUE:**

VENUS SUITE 2, ST MARTINS PLACE, 51 BATH  
ROAD, SLOUGH, BERKSHIRE, SL1 3UF

**SCRUTINY OFFICER:**

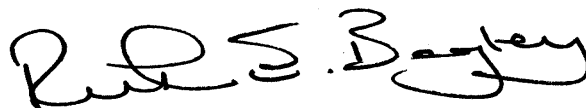
DAVE GORDON

**(for all enquiries)**

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**

**APOLOGIES FOR ABSENCE**

**CONSTITUTIONAL MATTERS**

1. Election of Chair

(Following Cllr Bal's resignation as Chair, the Panel will need to appoint a Chair of the Panel).

2. Declaration of Interest

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

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

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

3. Minutes of the Meeting held on 3rd December 2015 1 - 8

4. Membership of Panel 9 - 10

5. Member Questions

*(An opportunity for Panel Members to ask questions of the relevant Director/ Assistant Director, relating to pertinent, topical issues affecting their Directorate – maximum of 10 minutes allocated).*

**SCRUTINY ISSUES**

6. Private Finance Initiative Contract for Schools 11 - 14

7. Five Year Plan Outcome 5 15 - 20

8. Assessment and Examination Results for 2014 / 15 21 - 38

**AGENDA**  
**ITEM**

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**ITEMS FOR INFORMATION**

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| 9.  | Forward Work Programme                | 39 - 42 |  |
| 10. | Attendance Record                     | 43 - 44 |  |
| 11. | Date of Next Meeting - 9th March 2016 |         |  |

**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 Thursday, 3rd December, 2015.**

**Present:-** Councillors Abe (Vice-Chair, in the Chair), Brooker, Cheema, Dhillon, Matloob and Pantelic

**Also present under Rule 30:-** Councillors Nazir and Strutton

**Education Voting Co-opted Members**

James Welsh – Catholic Diocese of Northampton

**Apologies for Absence:-** Councillor Bal, Morris and Rana

**PART 1**

**20. Declaration of Interest**

Cllr Brooker declared his daughter's attendance at Burnham Park Academy and his position as Governor at Churchmead School. Cllr Cheema declared her daughter's attendance at East Berkshire College.

**21. Minutes of the Meeting Held on 21st October 2015**

Cllr Cheema had given her apologies for the meeting on 21<sup>st</sup> October 2015 . In addition, Cllr Brooker's daughter's attendance at Burnham Park Academy was in the past tense, rather than the present tense noted in the minutes.

**Resolved:** that, subject to the above comments, the minutes of the meeting on 21<sup>st</sup> October 2015 were approved as an accurate record.

**22. Member Questions**

No Members' questions were received prior to the meeting.

**23. Slough Safeguarding Board - Annual Report**

The Slough Local Safeguarding Children's Board (SLSCB) was focused on multi-agency work rather than the resolution of individual cases. The aim was to ensure that comprehensive approaches were taken to safeguarding issues, with agencies co-operating to maximise the impact of their knowledge and competencies. SLSCB monitored and evaluated work taking place, and informed partners on the effectiveness of their efforts.

The Annual Report was an opportunity to review overall safeguarding arrangements. Given the reporting year, the document presented to the Panel covered work up to the end of March 2015; however, since this time more work had been undertaken and the Panel was encouraged to ask for details

## **Education and Children's Services Scrutiny Panel - 03.12.15**

on this. The foreword of the Report gave an overview of April 2014 – March 2015; this period had seen much effort on the transition from Slough Borough Council (SBC) controlling Children's Services to the service being delivered by the Children's Services Trust (CST). SBC was only the second local authority to be subject to such an arrangement (Doncaster Metropolitan Borough Council being the first) and management at SBC had been heavily involved in this process.

Funding was vital for the long-term viability of SLSCB; Thames Valley Police had withdrawn 80% of their financial support (from £10,000 to £2,000) but the local Commander had covered this potential shortfall. However, the permanence of this arrangement was not yet clear; SLSCB was advocating that the Police should fund Local Safeguarding Children's Boards on the basis of local need, rather than through a general, even distribution of funds across all relevant Boards. Given funding issues and the emphasis on the transitional arrangements for the new CST, previous wide-ranging SLSCB plans had narrowed in focus for 2014 – 15.

SLSCB was to place great emphasis on improving quality assurance (QA) and audit. If these functions were weak, then efforts at case evaluation would be compromised; therefore this was a key aspect of SLSCB's work. In addition, the Multi-Agency Safeguarding Hub (MASH) was not yet established. Whilst the co-location of Police and CST staff had taken place, this was merely the first element of creating a MASH rather than the completion of the process. In addition, other partners beyond these two bodies would need to be integrated into any future MASH. Other priorities for the future included resourcing, establishing relationships and working arrangements with CST and encouraging greater positivity, willingness and openness in discussions between partner organisations.

In terms of cases, those involving child sexual exploitation (CSE), female genital mutilation (FGM) and radicalisation often attracted the most attention. However, neglect, domestic abuse between adults in the house, substance abuse and mental health issues were key aspects in many cases. For CSE, a strategic group had been established to evaluate policies, procedures and plans on the issue. This group involved a range of agencies and met monthly to look at individual cases in order to make overall assessments. At present, this group had not encountered evidence of large scale gang or group activity; tracking and mapping of cases was used to establish any patterns in activity. SBC was also working with licensing (e.g. taxis, hotels, alcohol vendors) on a proactive basis to resolve any problems. In terms of radicalisation, SLSCB was not responsible for the Prevent agenda; rather, it evaluated the involvement of partner organisations. On FGM, research had estimated that over 1,000 children would have been subject to this practice; the health sector had identified cases. The risks for children were assessed; many of the cases may involve children being moved outside of Slough to undergo FGM, and no cases had been identified as having taken place in Slough.

The Panel raised the following points in discussion:

## Education and Children's Services Scrutiny Panel - 03.12.15

- SBC had retained the independent Children's Partnership Board. Previously, this had been obligatory; however, this was no longer the case and many local authorities had disbanded theirs. In contrast, Local Safeguarding Children's Boards were statutory bodies.
- CST was delivering services on behalf of SBC. If CST was not providing a suitable level of service, SLSCB could challenge both SBC and CST as it was at liberty to hold discussions with both the commissioner and the deliverer.
- Relationships between SLSCB's Chair and SBC's Chief Executive ran along contract management lines. Both parties could challenge each other regarding progress and future plans.
- In terms of establishing a more positive and receptive culture, no simple or rapid solution was available. Keeping improvements on track would encourage better partnership work, whilst attendance from Director Level representatives at meetings of the Executive Group would ensure that those who gave undertakings at meetings had the authority to enforce them. Establishing networks and building confidence would develop momentum for SLSCB, whilst the opposite would see its work meet increased resistance.
- Ofsted was currently undertaking an inspection which would report on SLSCB and Children's Services. The Panel signalled its intention to discuss this with SLSCB at the start of the 2016 – 17 Municipal Year.
- In terms of ensuring that actions agreed were undertaken and completed, improvements were being made although SBC needed to improve this aspect. Over optimism could lead to promises being made which could not be fulfilled; in addition, more commitment was needed to ensure that realistic pledges given were then seen through. SLSCB could challenge occasions on which pledges had not been fulfilled and escalate where appropriate at Board level within the relevant organisations. However, going public with such statements would be an unusual step and may also prove counterproductive.
- Despite the funding issues mentioned earlier, SLSCB was financially sound at present. However, Serious Case Reviews could be costly; whilst only one of these was presently underway there was the chance that this number could increase in future. As a result, whilst £108,400 was sufficient for 2014 – 15 this may not be the case in future years.
- Should finances become difficult, SLSCB may have to discuss how it delivers its service differently. The already small administrative team supporting SLSCB meant that this did not offer opportunities for savings to be made; instead, initiatives such as increased joint working may deliver the solutions required in future.

(At this point, Cllr Dhillon left the meeting)

- The autumn statement had not delivered the cuts to police funding which had been anticipated. This offered some cause for optimism, as had the continued (and increasing) commitment being offered by police to safeguarding matters.

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- To improve QA, SLSCB had introduced performance management (which had previously been absent). This was assessed on a quarterly basis, and also supported by CST's appointment of a Business Analyst and Thames Valley Police's new IT system.
- The previously low priority of auditing had caused problems with identifying weaknesses and was being resolved. Partners were receptive to this change, whilst multi-agency auditing was using specific cases to evaluate interaction. Two multi-agency audits had been completed on CSE and child protection, whilst a third on domestic abuse would be completed in January 2016.
- Section 11 of the Children's Act 2004 laid out 8 standards for safeguarding compliance in public sector organisations. SLSCB was committed to ensuring that partner organisations were undertaking self assessments to check their adherence to these. SLSCB would also report SBC's performance on this to Councillors in 2016.
- Private sector funding had not been dismissed as an opportunity for SLSCB, but was problematic. Firstly, such funding may lack the long term commitment required for permanent stability. Secondly, private sector organisations were not frequently attracted to an agenda featuring such emotive issues which also had the potential to generate negative publicity.
- SLSCB should include two lay members, but at present included only one. Recruitment had not been SLSCB's foremost priority, and then the recruitment of a second member was soon followed by the resignation of the other lay representative. An attempt had been made to recruit to this vacancy, but did not have a suitable candidate available for interview. As a result, the possibility of seconding such an individual was being investigated (although would require a robust process to ensure the nominated individual was suitable).
- Whilst SLSCB did not encounter active resistance from its members, it could find that they lacked engagement or were overstretched in terms of responsibilities. As an example, Thames Valley Police were required to be involved in 10 Local Safeguarding Children's Boards. In addition, SBC's transitional arrangements had seen a high level of staff turnover, whilst those who remained were often subject to changing roles and responsibilities.
- The competing priorities of partner organisations had led to difficulties in establishing a shared vision across all partner organisations. CST's installation as service deliverer could provide an opportunity to refresh that vision.
- Police supported the creation of MASHs nationally, but other organisations could find issues with providing the relevant support. For example, there was debate as to whether health organisations should offer clinical or operational representatives on such bodies. Such questions had made creation of MASH difficult and caused delays.
- In terms of future priorities, QA would have the most impact. Building relationships and partnerships, including an element of challenge and constructive criticism would underpin this, and all such improvements needed embedding to ensure they survived any changes in



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membership or staffing. These would be long term objectives, but the present situation offered the best opportunity for this in some time.

- Major challenges SLSCB had encountered in the last 5 years included communications, a lack of focus and transparency. In order to increase the level of effective challenge offered by SLSCB, these would all need to increase to ensure that open discussions did not lead to negative relationships and defensiveness.
- Whilst SLSCB received KPIs and data from partner organisations, the work of SLSCB itself did not generate such statistics. Instead, its work was more qualitative and based on intangible aspects such as partnership working and interaction. Given this, Ofsted would identify problem areas arising from the data offered by partner organisations and ask SLSCB to account for its activity. This mirrored the work of SLSCB in many regards.
- The Chair of SLSCB was independent and had no executive powers. As such, no one could be compelled to comply with requests, but rather the relationship with partners was based on influence.
- At the next meeting of the Panel where SLSCB were to be in attendance, partner organisations could also be present. In addition, Members of the Panel could attend SLSCB meetings.

### **Resolved:**

1. That the Slough Local Safeguarding Children's Board return to the Panel to discuss the Ofsted inspection at the start of the 2016 – 17 Municipal Year.
2. That the Panel indicate to Cabinet its support for the policy that all contracts with outsourced service providers must stipulate that they conduct a safeguarding audit to Section 11 (Children's Act 2004) standards to underpin SBC's responsibilities in the area.

## **24. Children's Services Trust - Verbal Update**

CST became operative on 1<sup>st</sup> October 2015 and was based in St Martin's Place. Its offices had been refurbished and new IT had been installed, but the process of transition was still being completed. Governance arrangements had been agreed with many parties involved in the discussions. Key performance indicators had also been agreed, although the targets for these KPIs had not. The targets for years 2 and 3 of the contract would be agreed by the end of March 2016 (with year 2 defined as starting 1<sup>st</sup> April 2016). At the time of the meeting the baseline assessment was still being completed; the findings of this initial audit would be reported to a joint meeting of the Panel and the Overview and Scrutiny Committee on 12<sup>th</sup> January 2016. Ofsted had also begun an inspection of Children's Services and the completion of this should add robustness to the findings of the baselining exercise.

A monthly Strategic Monitoring Board had been established, consisting of SBC's Head of Director of Children's Services, SBC's Commissioner for Children and Education and the Chair and Chief Executive of CST. This forum allowed both CST and SBC to be held to account; CST was not operating in

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isolation, and even where it held responsibility the work of SBC had a significant impact on its remit. The first meeting of this Board had been held, with the body becoming more formalised as it became established. At present, the Client Side Team had not been put in place. This Team would be funded by the Department for Education (DfE).

The Children's Commissioner reported to the Secretary of State and was charged with supporting improvement activity. The only previous local authority subject to a similar process had terminated the role of Children's Commissioner once the Trust went live. However, Slough would continue to have a Children's Commissioner until the end of December 2016 at the earliest. CST also had its own non-executive board, with two sub groups (finance and equality & innovation). The sub group on equality and innovation would be funded by DfE.

CST was working on a new social care model, with CST's Chief Executive working with staff to deliver this. Staff had been engaged with the process, allowing good progress to be made. The final overall structure was likely to involve fewer layers of management, with one Assistant Director role having already been deleted and some other movements within staffing having taken place. The high number of interim post holders allowed for greater flexibility in creating the new staffing structure, with much emphasis being placed on the initial stages of receiving referrals and initiating action. However, MASH partners were in agreement that they were not yet ready to establish MASH, with audits having substantiated this conclusion.

The Panel raised the following points in discussion:

- With regards to 'front door' referrals, thresholds had not changed.
- DfE had been in receipt of SBC's submitted request for funding for 6 weeks. However, there was no absolute deadline for DfE's response.
- The Client Side Team would consist of contract managers and would also examine the roles retained by SBC since the transition to CST.
- The exact level of the budget from DfE was unclear, however it could be estimated as a low six-figure sum annually as it consisted of 3 roles at a non-senior level. At present, current resources were being used to cover these roles but this was acknowledged not to be the permanent solution. DfE also paid for the renovation of St Martin's Place in preparation of CST staff.
- Councillors had felt uninformed about changes to the plans for MASH. However, if the message had been given that it was on course for completion this had not been the case; the co-location of SBC and police staff was not in itself confirmation that all parties were working on establishment of MASH.
- During the transition from SBC to CST, a high level of work had been undertaken to ensure that there was neither a duplication nor omission of responsibilities in the new roles being created. However, transitional work was still being undertaken and it was imperative that clarity was sought on roles and responsibilities to ensure that all areas were covered appropriately.

## **Education and Children's Services Scrutiny Panel - 03.12.15**

- In contrast with Doncaster MBC, SBC had retained its Children's Commissioner given the fact that more services were contracted out in Slough than Doncaster (e.g. Cambridge Education for schools). CST would take over the work of Cambridge Education in September 2016, and the Children's Commissioner would oversee the considerable work required on this matter.

**Resolved:** that the verbal update be noted.

### **25. Forward Work Programme**

**Resolved:**

1. That an item on SLSCB be added to the forward work programme, for the first meeting of the Municipal Year 2016 – 17.
2. That a report on the Ofsted inspection be added to the agenda for 9<sup>th</sup> March 2016.

### **26. Attendance Record**

**Resolved:** That the attendance record be noted.

### **27. Date of Next Meeting**

There would be a joint meeting of the Panel and Overview and Scrutiny Committee on 12<sup>th</sup> January 2016. The next meeting of the Panel after this would be 28<sup>th</sup> January 2016.

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.58 pm)

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 28<sup>th</sup> January 2016

**CONTACT OFFICER:** Dave Gordon, Scrutiny Officer  
(For all enquiries) (01753) 875411

**WARD(S):** All

**PART I**  
**FOR DECISION**

**MEMBERSHIP OF THE EDUCATION AND CHILDREN'S SERVICES**  
**SCRUTINY PANEL 2015 – 16**

1 **Purpose of Report**

This report provides an update on the membership of the Education and Children's Services (ECS) Scrutiny Panel.

2 **Recommendation**

That Members give consideration to Councillor Bal's continued membership on the Education and Children's Services Scrutiny Panel.

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

There are no implications for the priorities of the Slough Joint Wellbeing Strategy, the JSNA or the Five Year Plan as this report is administrative in nature.

4 **Other Implications**

The recommendations meet the requirements of political proportionality as set out in Local Government and Housing Act 1989 and associated Regulations. There are no other implications arising from this report.

5. **Supporting Information**

5.1 The Council meeting held on 19<sup>th</sup> May 2015 agreed to a new policy regarding non attendance. This meant that, in an instance where a Member missed three consecutive meetings of the same Committee or Panel, the Member will have their membership revoked unless the Panel consider that there are exceptional circumstances that need to be taken into account.

5.2 Councillor Bal was appointed as Chair of the ECS Scrutiny Panel for the Municipal Year 2015/16. Councillor Bal has given apologies for non-attendance at the following Panel meetings:

- 21<sup>st</sup> October 2015
- 3<sup>rd</sup> December 2015

- 12<sup>th</sup> January 2016 (Joint meeting with Overview and Scrutiny Committee)

- 5.3 Democratic Services received a letter from Councillor Bal dated 19<sup>th</sup> January 2016 tendering his resignation as Chair of the ECS Panel with immediate effect. Councillor Bal has advised that he had been called away to India due to a family emergency but wishes to remain as a Scrutiny Panel Member for the remainder of the municipal year.
- 5.4 Members of the Panel are asked to give consideration to Councillor Bal's continued membership of the Panel. The Panel has discretion to waive the revocation of this membership, should they consider that there are extenuating circumstances that need to be taken into account.
- 5.5 Should the Panel decide that Cllr Bal's membership of the Panel be revoked, the vacancy would be filled via a nomination by the Labour Group.

6. **Appendices**

None.

7. **Background Papers**

Slough Borough Council Constitution 2015, Part 4 – Overview and Scrutiny Procedure Rules.

**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 28<sup>th</sup> January 2016

**CONTACT OFFICER:** David Johnson – Director, Castle Gate Legal and Commercial  
(For all Enquiries) (01753) 875394

**WARD(S):** All

**PART I**  
**FOR COMMENT AND DISCUSSION**

**PRIVATE FINANCE INITIATIVE (PFI) CONTRACT FOR SCHOOLS**1. **Purpose of Report**

To provide members of the panel with an update on the terms and management of the schools PFI contract and to give panel members an opportunity to comment on the strategy for renegotiation of services provided under the contract.

2. **Recommendation**

The Panel is asked to note the report and provide any comments or observations on the proposed strategy for renegotiation.

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

By obtaining the best arrangement for Slough Borough Council (SBC), the PFI contract will support the following priorities:

- Economy and Skills
- Safer Communities

Improving the facilities available in local schools will also assist in improving the image of the town.

3b. **Five Year Plan Outcomes**

The PFI contract also supports the following Five Year Plan outcomes:

- Children and young people in Slough will be healthy, resilient and have positive life chances
- The Council's income and the value of its assets will be maximised

4. **Other Implications**(a) **Financial**

The PFI contract aims to secure the best available services for local residents whilst also ensuring that budgetary issues are the basis for negotiations.

(b) Risk Management

There are no risk management implications to this report.

(c) Human Rights Act and Other Legal Implications

There are no legal implications to this report

(d) Equalities Impact Assessment

No equalities impact assessment has been completed in relation to this report.

5. **Supporting Information**

5.1 The Slough Grouped Schools PFI contract has just under 20 years to run. The current annual payments are approximately £6.45m in today's prices. Of this, £3.68m is fixed and £2.77m is indexed. The fixed element includes the cost of building and funding the schools (including the Contractor's pre-contract costs) and the indexed element includes the cost of providing the facilities management (FM) services.

5.2 In effect, therefore, this can be viewed as a £2.77m per annum contract with 20 years of the contract term unexpired. SBC can only end the contract in certain circumstances, all of which would be cost-prohibitive. The payments to the Contractor are fixed (but indexed annually) and can be reduced for poor performance; the circumstances in, and amounts by which payments can be reduced are set out specifically in the contract.

5.3 The PFI Contractor is a Special Purpose Company (SPC) (QED (Slough) Ltd) now owned by Grosvenor House plc. Its obligations are overseen by a specialist SPC management company, Pario. Pario effectively acts as CEO for the SPC. The FM services are delivered by Pinnacle under an FM Agreement with QED, via which all of the FM and life cycle maintenance risk is "passed down" to Pinnacle.

5.4 The contract is self-monitoring (by the Contractor) but in order to ensure it gets best value, the Authority is a) actively managing its obligations under the contract; b) challenging and holding the SPV to account for its performance; and c) planning and preparing for the key contract milestones e.g. benchmarking and market testing.

5.5 An initial piece of work has taken place with the objective of making savings on the annual cost of the contract. Savings of c£1.4m have so far been secured with a further £0.15m agreed in principle and further additional savings possible arising from a respecification of the soft services before the next benchmarking exercise and a refinancing of the senior debt over a longer term, extending the PFI contract term (see below).

5.6 The principal areas where savings have been made are:

- Transferring the responsibility of procuring utilities back to the Council
- Securing insurance cost rebates
- Transferring change in law risk back to the Council (in principle agreement reached)



The Council is about to commence on a process with the contract out to renegotiate the specification and terms of the services provided under the contract with a view to reducing the annual costs further. The principal services are:

- Hard FM (maintenance of the fabric, M&E, fixtures, fittings and equipment)
- Cleaning
- Caretaking
- Grounds maintenance
- Security
- Catering
- Utilities management

5.7 The Council has secured the support of the SPC to the process. The Council's negotiating leverage centres on the market testing provisions in the contract and its right to request some changes to the contract. However, its rights in this regard are governed by tight provisions and the Contractor is in a relative position of strength. Therefore, a carefully managed process in the context of the timing of the benchmarking and market testing processes appears to be the most appropriate way forward.

5.8 We propose to request the PFI Contractor and FM contractor to produce proposals for delivering the required level of saving (to be determined) which will a) give them some ownership of the process and b) incentivise them to deliver (if the savings target is pitched correctly) as a failure to do so would result in the Council using the market testing procedure which could result in a loss of services to to the FM contractor.

5.9 The contractual process is complicated but this can be described in more detail at the Panel meeting.

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

This report is not due to be put before any other SBC Committees.

## 7. **Conclusion**

The Panel is asked to discuss the arrangements detailed in this report and appraise the best way of ensuring value for SBC in future.

## 8. **Appendices Attached**

None

## 9. **Background Papers**

None

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**SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education & Children's Services Scrutiny Panel  
**DATE:** 28<sup>th</sup> January 2016  
**CONTACT OFFICER:** Krutika Pau (Interim Director of Children's Services)  
**(For all enquiries)** (01753) 875657  
**WARD(S):** All

**PART I**  
**FOR COMMENT AND DISCUSSION**

**FIVE YEAR PLAN – OUTCOME 5**

1 **Purpose of Report**

1.1 To set out the work that had been done under the umbrella of Outcome 5 of the Five Year Plan over the past six months, and the changes that have been made to this Outcome to reflect the changes in relation to delivery of children's services.

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

2.1 The Overview and Scrutiny Committee is requested to scrutinise the information provided.

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

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

Priorities:

- Health
- Economy and Skills
- Safer Communities

4 **Other Implications**

a) **Financial**

There are no financial implications specific to the recommendations in this report.

b) **Risk Management**

There are no specific risks identified in relation to the recommendations in this report.

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

There are no Human Rights Act or other legal implications in relation to this report.

## **Outcome 5**

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

### **5 2015 Priorities – What we've done**

- 5.1 The agreement of a new Children and Young People's Plan (July 2015 – December 2016) cut across all of the activities in the Five Year Plan, with the agreement of the following priorities:
- To provide outstanding services to the most vulnerable children and young people in the borough
  - To support children and young people's emotional and mental wellbeing
  - To support children and young people's physical wellbeing
  - To reduce the level and impact of poverty on the life chances of children and young people in the borough
  - To deliver the expanded 'Families First' programme, achieving significant and sustained progress for our most troubled families
  - To strengthen our universal offer, making it accessible to vulnerable groups
  - To ensure children and young people are engaged and helped to access opportunities that will enable them to reach their full potential
- 5.2 Develop more preventative approaches to ensure children, young people and families are safe, independent and responsible.
- Ongoing work to develop an effective Multi-Agency Safeguarding Hub (MASH).
  - A revised emphasis around the use of Early Help Assessments (EHAs), which has meant that the level of EHAs has risen to a level comparable with Reading.
  - The Children and Young People's Partnership Board (CYPPB) Early Help Sub Group has taken a lead on the partnership elements and principles of developing early intervention.
- 5.3 Be one of the best providers of children's social care in the country, providing timely, purposeful support that brings safe, lasting and positive change.
- Establishment of the Slough Children's Services Trust from 1 October 2015 to deliver improved children's services in the borough.
- 5.4 Ensure vulnerable children and young people are safe and feel safe.
- Series of audits undertaken covering threshold decision making, children subject to child protection plans, domestic violence contacts and case supervision within children's social care.
  - Work undertaken with social workers to improve the development of SMART plans.
  - Improved legal planning processes and timeliness.

- 5.5 Ensure children and young people are emotionally and physically healthy.
- Child and Adolescent Mental Health Services (CAMHS) Strategy developed and publicly consulted on. CAMHS Transformation Plans developed for inclusion in the final Strategy.
  - Research collated on the issue of Female Genital Mutilation (FGM) to inform the development of a local strategy to combat the issue.
  - Child Sexual Exploitation (CSE):
    - co-ordinated disruption and awareness raising activity across Slough with regular visits to licensed premises by Thames Valley Police and Engage, with training offered to a wide range of establishments to increase understanding and responses, including educational workshops.
    - SBC Licensing Committee agreed to introduce mandatory training for all taxi drivers on safeguarding, including CSE, which will begin in spring 2016.
    - Updated multi-agency CSE Strategy and action plan developed, setting out a range of specific tasks which were linked into the key strategic priorities to develop a high quality service provision.
    - A new clear referral pathway to SERAC provided the opportunity to enhance existing strategies and interventions, sitting alongside a fully operational MASH when ready.
    - A CSE Communications Strategy developed setting out a number of measures to increase awareness and respond to CSE effectively, including the drafting of LSCB marketing material to distribute to parents, carers, children and young people, as well as organisations.
    - CSE Co-ordinator, running regular forums to exchange information, increase awareness and improve working together opportunities.
- 5.6 Ensure children and young people enjoy life and learning so that they are confident about the future and aspire to achieve their individual potential.
- Slough has the 8th highest GCSE results (5 A\*-C including English and maths) when compared with the 152 local authorities across the country.
  - Slough is ranked 5<sup>th</sup> (out of 11) for Good Level of Development at the Early Years Foundation Stage.
  - In terms of young people Not in Education, Employment or Training (NEET), Slough's rate of 4.3% is below both the national and statistical neighbour levels, and well within our target of 5%.
- 5.7 Ensure children and young people with SEND and their families receive comprehensive, personalised support from childhood to adulthood.
- The transition onto Education, Health and Care Plans (EHCs) for children and young people with SEND.
- 5.8 Secure sufficient school places to meet the needs of Slough residents.
- 900 more pupils were provided with a school place in Slough (excluding all nursery places).
  - £6m was spent on new school places. Bulge classes and two new free schools were opened ensuring every child had a place, with additional spaces identified across all primary year groups for further in-year admissions.
  - £2.6m was spent on improving existing school buildings.

5.9 Sitting across all priorities, the establishment of the Slough Children's Services Trust to deliver improved children's social care services in the borough, has provided the context within which this outcome has been developed.

## 6 **2016 Priorities**

6.1 Enable children and young people to lead emotionally and physically healthy lives.

- Deliver the local CAMHS Strategy
- Develop and deliver programmes that support reductions in infant mortality e.g. smoking cessation in pregnancy programme
- Commission and establish Weight Management Service
- Develop and implement plans for new community-based facilities and programmes which aim to get children, young people and their families more active, more often
- Develop and commission local 0-19 child health offer

6.2 Enable children to live safe, independent and responsible lives.

- Provide support from across the council to, and oversight of, the Slough Children's Services Trust as they work to become an outstanding provider of children's social care.
- Deliver outstanding corporate parenting across the council.
- Co-ordinate the delivery of an effective and sustainable Families First programme.
- Actively engage with partners to deliver key safeguarding strategies such as CSE and FGM.
- Deliver PREVENT (safeguarding children and young people from extremism and radicalisation).

6.3 Enable children and young people to enjoy life and learning, to feel confident about their futures and aspire to achieve to their individual potential.

- Deliver School Places Strategy 2013-2022
- Deliver Child Poverty Strategy 2014-2018
- Deliver Early Years improvement programme
- Commission services that support schools to be judged good or better by Ofsted
- Develop effective strategies to support the achievement of identified priority groups:
  - Looked After Children (LAC)
  - Special Educational Needs (SEN)
  - Pupils eligible for free school meals
- Develop effective strategies to improve all pupils attainment at Key Stage 2
- Deliver programme to raise participation of young people staying in education, employment or training, and the identification of 'Not Knowns'.
- Continue to develop engagement with the Slough Youth Parliament
- Deliver a safe transfer of services from Cambridge Education to the Slough Children's Services Trust, and the recommissioning of the remainder of the Cambridge Education contract.

6.4 The outcome of the Ofsted inspection of services for children in need of help and protection, children looked after and care leavers, along with a review of the Local Safeguarding Children Board, will impact on these priorities as the council develops a plan around the improvements that it will need to make, and support for the Slough Children's Services Trust.

## 7 **Conclusion**

- 7.1 There has been a significant amount of work undertaken over the past year to deliver against the priorities for Outcome 5 in the Five Year Plan. The most prominent development has been the establishment of the SCST, which should enable sustainable improvements in the outcomes for the most vulnerable children in the borough.
- 7.2 The revised Outcome will help to focus on the key elements of work that the council will need to undertake in order to support children and young people in the borough.

## 8 **Background Papers**

None.

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 28<sup>th</sup> January 2016

**CONTACT OFFICER:** **Krutika Pau, Interim Director of Children’s Services**  
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**WARD(S):** All Wards

**PART I**  
**FOR COMMENT AND DISCUSSION**

**ASSESSMENT AND EXAMINATION RESULTS FOR 2014-15**

**1 Purpose of Report**

To provide validated results for all phases of education, apart from Key Stage 4 and 5 where the validated results are released on 26<sup>th</sup> January 2016.

**2 Recommendation**

The Committee is requested to note and acknowledge the success of local schools, children’s centres and other provides in securing good assessment and examination results for the children in the borough; scrutinise the areas for improvement and seek clarity and assurance about what will be done to improve future performance which is sustainable.

**3 Slough Wellbeing Strategy Priorities–**

• **Economy and Skills**

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

• **Health and Wellbeing**

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

## Cross Cutting themes:

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

**Improving the image of the town** – the educational success of young people in Slough is now recognised locally and nationally with Slough having the 8<sup>th</sup> highest results out of 152 local authorities for pupils gaining 5 or more GCSEs with grades A\*-C, including maths and English. Slough's outstanding schools (all Slough secondary schools apart from two are good or outstanding, with 7 of them outstanding) are an inducement to coming to Slough for its education and for families to stay in Slough to educate their children.

## 4 Joint Strategic Needs Assessment (JSNA)

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

## 5 Other Implications

### (a) Financial

There are no significant financial implications associated with this report.

### (b) Risk Management

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

(c) Human Rights Act and Other Legal Implications

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

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications.

## 6 Supporting Information

### 6.1 **Introduction**

Schools across Slough continue to work hard to improve standards. In 2015 there has been a slight decline in Key Stage 4 (KS4) results, the same results at Key Stage 2 (KS2), although these dipped when compared to the national average, and a significant increase in Early Years Foundation Stage results and Key Stage 1 (KS1).

#### **ATTAINMENT**

- Early Years Foundation Stage: Slough is ranked 5<sup>th</sup> (out of 11) when compared with its statistical neighbours for 'Good Level of Development'.
- Key Stage 1: the results are above the national average for reading, writing and maths combined, and slightly below the national average in speaking/listening.
- Key Stage 2: the results are slightly below the national average in reading and maths; at the national average in writing and 2% below the national average in combined Level 4+ in reading, writing and maths.
- Key Stage 2 Pupil Premium (PP) pupils have improved in reading, remained the same in writing and reduced by 3% in maths. However PP pupils in writing and reading remain above the national average.
- Key Stage 4: Slough has the 8<sup>th</sup> highest GCSE results (5 A\*-C, including English and maths) when compared with the 152 local authorities across the country.

6.2 Overall, educational attainment is on an upward trajectory across all phases of education with reasonable sustainability. However, there are still significant improvements to be made across all phases of education, apart from Key Stage 4, in moving up into the second and first quartiles (the top 50% of authorities). Key Stage 2 is the biggest challenge and is key to improving the overall performance of all schools and primary schools. Continued attention needs to be focused on particular vulnerable groups (special educational needs, pupil premium, looked after children, particular ethnic groups) which will deliver improvements in aggregated Local Authority results.

All the details of the above are contained within the report.

The following information provides details of the validated results for Slough schools 2014/15, apart from Key Stage 4 which continue to be un-validated until 26<sup>th</sup> January 2016.

### 6.3 **Early Years Foundation Stage Profile (EYFSP) Data 2015:**

- 2,388 children completed the Early Years Foundation Stage in July 2015 and 65% achieved a Good Level of Development –GLD (achieving the Expected or Exceeding grade in all Prime Goals and all Literacy and Mathematics), an increase of 7% on 2014.
- Slough is ranked 5<sup>th</sup> amongst its statistical neighbours for GLD.
- 58% of children eligible for Free School Meals (FSM) achieved a Good Level of Development.
- 65% of children for whom English is an additional language (EAL) achieved a 'Good Level of Development'.
- 89.4% of children attained the Early Learning Goals for Physical Development, ranking the LA in 33<sup>rd</sup> place nationally (out of 152 local authorities).
- 70% of children attained the Early Learning Goals for Literacy, an increase of 5% on 2014.
- The 'inequality' gap (the achievement gap between the lowest 20% of achievers and the median score for all children) is now below the national average at 29.9%, ranking Slough 2<sup>nd</sup> amongst its 10 other statistical neighbours (eleven in total).

6.4 Early Years Foundation Stage results are showing year on year improvements and significant advances in the performance of disadvantaged groups with a closing of the gaps compared with their peers. This bodes well for their entry into statutory schooling and contributes to their success as they move forward with the next stages of their education.

6.5 Alongside this, there continue to be challenges in addressing the performance of the 35% of children who are not as yet achieving a 'Good Level of Development' which includes a significant number of vulnerable groups, such as those on free school meals (FSM) which is 8% below the national average. The Care and Quality Assurance team continue to provide support, advice, monitoring and challenge to promote higher levels of performance.

### 6.6 **Educational attainment for primary age children: (Provisional results)**

#### **a) Year 1 Phonics: 2015**

- 76.3% of Slough pupils are working at the required standard at 32 points or more (this figure includes Year 1 and Year 2 re-takes)
- For Year 1 pupils 77.6% are working at the required standard at 32 points or more (42<sup>nd</sup> nationally and in the top quartile).

The 2014 figure was 76.6%, thus giving an improvement of 1% on last year's results. However, given the 3% improvement nationally, Slough has decreased from 30<sup>th</sup> in the country to 42<sup>nd</sup> out of 152 authorities.

The trajectory is positive in that the results have improved year on year over the last four years. However, given the acceleration in national results of 3% over the last year, there is a challenge to Slough schools in similarly accelerating progress.

### **b) Key Stage 1 (KS1): 2015**

- Reading (16<sup>th</sup> nationally) and writing (25<sup>th</sup> nationally) continue to improve with the former now being 2% above the national average, and the latter 1% above.
- Maths has improved by 1% and is 1% above the national average (18<sup>th</sup> nationally).
- There has been a slight improvement in speaking and listening standards, however Slough remains 1% below the national average.
- Science results have declined, and are now 4% below the national average

While reading, writing and maths need to be consolidated and extended to achieve excellence, priorities for the coming year include emphasis on promoting speaking and listening and extending children's attainment in science.

### **c) Key Stage 2 Results: 2014-15 Attainment**

Key Stage 2 (KS2) are mixed for 2015:

- Reading has improved by 1%, however national improvement has been static, so Slough is now only 1% below the national average (113<sup>th</sup> nationally; third quartile).
- Grammar, spelling and punctuation (SPAG) has improved by 2% but the national result has improved by 4%, so Slough is now 2% below the national average (104<sup>th</sup> nationally; third quartile).
- Writing has improved by 1% and is now at the national average (72<sup>nd</sup> nationally; second quartile).
- Mathematics has remained static, whilst the national average has increased by 1%; as a result Slough remains 2% below the national average (122<sup>nd</sup> nationally; fourth quartile).
- The % of pupils gaining Level 4 or above in reading, writing and mathematics (the main indicator for KS2 results: R, W and M) has remained static whilst the national average has risen by 2%; therefore Slough is now 2% below the national average (116<sup>th</sup> nationally).
- One of the primary schools was identified for mal-administration during the course of the KS2 Statutory Assessment Tests (SATs) and as a result had a significant number of results removed from their data. The school was instructed by the DfE Standards and Testing Agency (STA) to pass on the teacher assessment to the respective secondary schools. Had these results been counted in the overall Local Authority (LA) results then the % of pupils gaining Level 4+, including reading, writing and maths would have increased by 1% and Slough would be 1% below the national average and would have a ranking around 95<sup>th</sup> nationally.

6.7 Priorities for Key Stage 2 attainment are improving reading, grammar, spelling and punctuation (SPAG), and especially maths. The latter is being pursued collectively across the Authority with two specific maths projects to address Year 6 performance and sustained improvement across Key Stage 2 in the longer term. Cambridge Education has been involved in identifying the schools and drawing them into these initiatives. Slough Learning Partnership is involved in co-ordinating, organising and supporting the delivery through an external provider working with specific schools which are receptive to this engagement.

## 6.8 **KS2 Expected Progress**

KS1 to KS2 progress has shown a slight decline in 2015.

- Reading has remained static and is 1% below the national average.
- Writing has declined by 2% and is 2% below the national average.
- Mathematics has declined by 2% and is now 3% below the national average.

Alongside areas for improvement with KS2 attainment there is a need to address KS2 progress (which is what pupils gain between the start and the finish of KS2) with reading, writing and especially maths. The planned maths projects will contribute to improving pupil progress.

## 6.9 **KS2 Pupils Achieving Level 5 or above (Attainment) – recognising that Level 4 is the expected level to achieve by the end of Key Stage 2.**

- Reading increased by 5% in 2014 but has slipped back by 2% in 2015 and is now 3% below the national average.
- Grammar, spelling and punctuation (SPAG) improved by 6% in 2014 and has increased again by 2% in 2015 and is now 3% above the national average.
- Writing has improved by 4% in 2015 and is 1% above the national average.
- Mathematics improved by 6% in 2014 but has slipped back by 3% in 2015 and is now at the national average.
- The % of pupils getting a Level 5 in reading, writing, and mathematics combined has remained static in 2015 and remains 1% above the national average (47<sup>th</sup> nationally out of 152 local authorities; 2<sup>nd</sup> quartile).

6.10 The priorities for the higher achievers in primary schools at KS2 are improvements in reading and maths. These have been identified as areas on which to focus, recognising the decline in reading performance needs to be redressed during this academic year. Not only is emphasis required on addressing the performance of less able pupils, but also work to be done on extending the achievements of the more able.

## 6.11 **KS2 Level 4+ attainment for SEN 2015 (SEN pupils are categorised as ‘SEN with a statement or Education, Health and Care plan) when compared against the national average for pupils with SEN**

- Reading 63% and 6% below the national average.
- Writing 55% and 3% below the national average.
- Maths 50% and 15% below the national average.
- Grammar spelling and punctuation (SPAG) is 42% and 3% below the national average.
- Level 4+ combined R, W+M is 36% and 7% below the national average.

6.12 The priorities for SEN attainment relate to all the key areas of reading, writing, SPAG, and especially maths. Clearly there continues to be a task to address in raising the attainment of children with SEN in all core subjects across the Authority to achieve and move beyond national averages.

**6.13 KS2 Level 4+ attainment for pupils whose first language is other than English when compared with other pupils nationally whose first language is other than English: 2015**

- Reading 89%, 2% above the national average.
- Writing 89%, 3% above the national average.
- Maths 87%, the same as the national average.
- Combined R,W+M 80%, 1% above the national average.
- Grammar, punctuation and spelling 84%, 1% above the national average.

6.14 Clearly, Slough pupils whose first language is other than English are above the national average in all core areas, apart from being at the national average for maths. The priority is to be aspirational in this area, congratulating these pupils, and consolidating and raising their attainment even higher in the future.

**6.15 KS2 Level 4+ attainment by ethnicity in 2015. In each case comparisons are being drawn against other pupils nationally from the same heritage groups.**

**White heritage**

- Reading 85%, 5% below the national average.
- Writing 81%, 6% below the national average.
- Maths 81%, 6% below the national average.
- Grammar, punctuation and spelling 69%, 10% below the national average.
- Combined R, W+M 72%, 8% below the national average.

**Asian heritage**

- Reading 91%, 2% above the national average.
- Writing 91%, 2% above the national average.
- Maths 89%, the same as the national average.
- Grammar, spelling and punctuation (SPAG) 87%, the same as the national average.
- Combined R, W+M 83%, 1% above the national average.

**Black heritage**

- Reading 87%, 2% below the national average.
- Writing 90%, 3% above the national average.
- Maths 82%, 3% below the national average.
- Grammar, spelling and punctuation 79%, 4% below the national average.
- Combined R, W+M 77%, 2% below the national average.

While pupils of Asian heritage are performing well, this is not the case across other groups. Priorities associated with heritage relate to improving attainment in all key areas of reading, writing, spelling, punctuation and grammar and maths for white pupils and those of black heritage. These groups have been identified previously for attention and this continues to be the case. While improvements have occurred across all groups, including white pupils and those of black heritage, it is the white pupils who continue to be the top priority, particularly with maths and SPAG.

**6.16 Performance of disadvantaged pupils (those on Free School Meals and Looked After Children) for 2014/15: These are the pupils who receive additional funding (Pupil Premium) to assist in closing the educational gap between disadvantaged pupils and their peers.**

- The % of Pupil Premium (PP) pupils gaining Level 4+ at KS2 in reading, writing and maths remained static in 2015 and is 1% below the national average.
- The % of PP pupils gaining 2 levels of progress in reading rose by 1% and is at the national average.
- The % of PP pupils gaining 2 levels of progress in writing dropped by 3% and is 1% below the national average.
- The % of PP pupils gaining 2 levels of progress in maths remained static and is at the national average.

The data indicates that there are still challenges to address in improving the performance of those pupils in receipt of the Pupil Premium, related to performance in reading, writing and maths when compared with other children nationally who are receiving this funding.

Looked After Children (LAC) achievement in comparison with overall results:

Priorities for Looked After Children are improving attainment at KS2 and KS4 as this is below national figures for Looked After Children and shows a substantial gap with other pupils in Slough which needs to be closed.

**Performance of Pupil Premium Pupils at Key Stage 2 by Pupil Group:**

- Last year concerns were reported about the attainment and progress of Asian Indian Pupil Premium pupils. It is pleasing to report that this year this group of pupils has performed significantly better in almost every subject (both boys and girls).
- Overall PP boys have increased the % Level 4+ in R, W+M by 2%, whilst PP girls have decreased 2% on the same measure.
- For both PP girls and boys writing has decreased slightly this year, whilst reading has improved.

This year the data indicates that the priorities are about improving the performance of White British and White Other pupils and those with SEN who are in receipt of the Pupil Premium. Other areas needing to be redressed are the writing of girls and boys, and maths for boys who are in receipt of the Pupil Premium. (See attached data in the appendix)

**6.17 Provisional GCSE results for Slough Secondary Schools - Summer 2015**

These GCSE results currently remain un-validated. GCSE validated results will be published on the 26<sup>th</sup> January 2016 and are therefore not available at the time of writing this report.

- The data (see attached in the Appendix) indicates that at GCSE results for Slough are significantly above the national average in all subjects. Some of this data will change when the validated data is published, but early indications are that on the most significant measure, 5 or more A\*-C, including English and Maths, Slough is ranked 8<sup>th</sup> in the country, down 1 place on 2014.



- The data in the Appendix provides information on Slough's national ranking in a number of subjects. It is worth noting that Slough's ranking of 70<sup>th</sup> for the English Baccalaureate is because few of the schools enter all pupils for the combination of subjects required to contribute to a Baccalaureate.

### **GCSE A\*-C in English and Maths**

- In English there has been a decrease of 3.6% in the A\*-C grades, however this is 3.9% above the national average.
- Maths has shown a decline in A\*-C by 1.2%, although this is 5.7% above the national average.

These figures highlight the need to rectifying the dips in English and Maths. This is important in strengthening attainment and driving forward in securing even stronger GCSE results.

### **6.18 Expected Levels of Progress in English and Maths KS2 - KS4 (from the start to the end of secondary school education)**

- 80.4% of pupils made the expected progress in English in 2015. This is a drop of 4.8% against a national drop of 1.6%. This is 10.4% above the national average.
- There was a slight increase in the percentage of pupils making expected progress in maths, 0.7%. This is 11% above the national average.

While pupils are making good progress on their journey through secondary education, the decrease in English performance needs to be redressed. The data on progress strengthens the argument for focusing on English performance with both attainment and progress across the secondary phase.

### **6.19 Performance of Pupils with Special Educational Needs for 2014/15:**

Pupils with Special Educational Needs (SEN) have achieved slightly better in comparison to pupils with no SEN.

- At KS2 SEN pupils who gained Level 4 or above in reading, writing and maths increased by 6%.
- The gap between SEN and non-SEN pupils at KS2 has narrowed from 54% in 2013 to 47% in 2014. This is a very positive step forward.
- At KS4 the % of SEN pupils gaining 5 A\*-C, including English and maths has decreased by 2%. However because the % of non-SEN pupils gaining 5A\*-C, including English and maths decreased by 3%, the gap between SEN and non-SEN has narrowed by 1%.

The performance of SEN pupils at KS2 with reading, writing and maths needs to be celebrated, particularly recognising that they are closing the gap between their performance and their non-SEN peers. Yet, there is no room for complacency as there is still a substantial gap at KS2 and KS4 to be overcome.

### **6.20 Pupil Premium (PP) at Key Stage 4:**

- PP pupils gaining 5A\*-C, including English and maths has decreased 3%.
- PP pupils gaining 3 levels of progress (between KS2 and KS4) in English has decreased by 0.7%.
- PP pupils gaining 3 levels of progress in maths has decreased by 8%.

At GCSE PP results have declined slightly in English, but more significantly in maths. At this stage there is a further wait however for the performance tables to measure this against national figures. Certainly the current data to hand indicates where emphasis needs to be placed with these pupils in receipt of the Pupil Premium, which is particularly on maths.

#### **6.21 Key Stage 5 including 'A' Level results: provisional for 2014/15: Data release is on 26<sup>th</sup> January 2015**

Whilst there has been a slight decline in the average point scores achieved at KS5 in Slough (see data in Appendix), the results remain well above the national average.

- For students achieving 3 or more A Levels (or equivalent) at A\*-E in Slough, the performance improved from 82.7% to 94.6%: a 11.9% increase. A similar improvement occurred with students achieving 2 or more A Levels (or equivalent) at A\*-E, improving from 92.8% to 98.9%: a 6.1% increase.
- At 'A' level there has been a 0.7% decline in the pass rate for those taking 3 or more A levels.
- For those taking 2 or more A levels (including equivalent) the pass rate has dropped by 1.3%.

Overall, the Key Stage 5 results have been very successful this year. However, the data points towards the importance of monitoring this lower pass rate and considering actions to rectify this in the future.

#### **6.22 Key Stage 4 and 5 Destinations:**

- Slough has 95% of its KS4 cohort from 2012/13 going on to, or remaining in, an education, employment or training destination in 2013/14. This places Slough as first when compared with its ten other statistical neighbours, with the national and South East figure being 92%.
- The percentage of students in 2012/13 who entered on to A Level or other Level 3 qualifications, going to, or remaining in, an education and/or employment/training institution in 2013/14 is 77% for Slough. This places the Authority in 5<sup>th</sup> position when compared with its ten other statistical neighbours and well above the national and South East averages of 73 and 68% respectively.

#### **6.23 Post 16 engagement**

- Currently: Not in Education, Employment and Training (NEET), the rate for Slough as a snapshot is 4.3% which is below Slough's set target of 5% (national 4.8% and statistical neighbours 4.95% in 2014). Overall, a positive result.
- Slough's has a current 'Not Known' rate of 8.9% (snapshot on 03/12/2015) while it is 8.5% nationally and 7.1% for statistical neighbours in 2014.

Priorities are around identifying the 'Not knowns' and further reducing the number of NEETS.

## 6.24 The current Ofsted gradings for schools in Slough

	Nursery	Primary: Maintained	Primary: Academy	Primary: Free School	Secondary: Maintained	Secondary: Academy	Secondary: Free School	Special: Maintained	Special: Academy	Total
No formal designation	0	0	2	0	0	0	2	0	0	3
Inadequate	0	0	0	0	0	0	0	0	0	2
Requires Improvement (prev. Satisfactory)	0	3	4	0	2	0	0	0	0	9
Good	3	8	6	1	1	1	0	1	1	21
Outstanding	2	2	3	0	1	6	0	0	1	15
<b>Total</b>	<b>5</b>	<b>13</b>	<b>15</b>	<b>1</b>	<b>4</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>50</b>
	5	29			13			3		50

Rating	Nursery	Primary: Maintained	Primary: Academy	Primary: Free School	Secondary: Maintained	Secondary: Academy	Secondary: Free School	Special: Maintained	Special: Academy	Total
Inadequate	0%	0%	0	0%	0%	0%		0%	0%	4%
Requires Improvement (prev. Satisfactory)	0%	23%	27%	0%	50%	0%		0%	0%	19%
Good	60%	62%	40%	100%	25%	14%	#DIV/0!	100%	50%	45%
Outstanding	40%	15%	21%	0%	25%	86%		0%	50%	32%

This table conveys some very positive data about the success of Slough schools:

- The strength of Slough nurseries: all are good or outstanding (100%).
- The strengths of Slough secondary schools and the high percentage of schools which are good or better (82% in Slough, whereas nationally this is at 75%), and the percentage which are outstanding (64%), which is one of the highest percentages in the country.
- The strengths of Slough special schools where all are good or outstanding (100%).

This table above highlights the priority for school improvement, which is to increase the number of primary schools which are good and better (currently at 68% of all Slough primary schools and 77% of Slough maintained schools, whereas the national average is 85%). Since 2010, when there were 6 primary schools in special measures, significant improvements have been made. Over time, these schools in 'Special Measures' (Ofsted grading) have improved. Focus has then been transferred to driving forward with those schools 'Requiring Improvement'. More recently, attention has been given to those schools which are 'Good' or 'Outstanding', yet showing some signs of vulnerability.

## 7. Conclusion

Schools are very clear about their responsibilities to provide high quality and effective education. They are geared up to address performance even though they face considerable challenges associated with inward migration into the community and its schools, a rapid churn of pupils in and out of their schools, difficulties with teacher recruitment and retention, and shortcomings in the quality of some of the work force. At the same time, they are very alert to the importance of having strong and sustainable schools with high educational standards, particularly for vulnerable groups, such as those with special educational needs (SEN), pupils on free school meals (FSM), Looked After Children (LAC), particular ethnic groups, travellers and forces children. They are aware that these areas of responsibility are the focus of Ofsted inspections and that they will be viewed as failing unless they succeed across all of these aspects.

Priorities for the year ahead relate to increasing the effectiveness of Slough primary schools so that a higher percentage of pupils are in schools which are good or better, extending performance at Key Stage 2 with attainment and particularly progress, and closing the gap between the achievements of vulnerable groups and their peers.

8 **Comments of Other Committees**

This information has not been to any other committees.

9 **Appendices Attached**

'A' - Education Results.

10 **Background Papers**

None.

## Education Results

### 1. Early Years Foundation Stage results

	% children achieving a Good Level of Devt (GLD)	Range of % GLD across Slough schools	% GLD National	% GLD for children eligible for FSM Slough	Average Point Score Slough	Average Point Score FSM Slough
2014	58%	7% - 88%	60%	47%	32.4	31.0
2015	65%	0% - 89%	66%	58%	33.2	32.4
Diff	7%	-	6%	9%	0.8	1.4

### 2. Key Stage 1 (KS1) Results 2015

Slough Local Authority 2015 KS1 attainment results in comparison with 2014

	Level 2 or above														
	Speaking and Listening			Reading			Writing			Maths			Science		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
<b>LA</b>	88	89	1	91	92	1	87	89	2	93	94	1	89	87	-2
<b>Average</b>	89	90	1	90	90	0	86	88	2	92	93	1	91	91	0
<b>National</b>	-1	-1		1	2		1	1		1	1		-2	-4	
<b>Diff from National</b>															

Figures based on DfE Release Oct 2015

### 3. Key Stage 2 (KS2) results 2015

	Pupils Achieving Level 4 or Above														
	Reading			Grammar Spelling & Punctuation			Writing TA			Mathematics			Reading, Writing and Mathematics		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Slough LA	87	88	1	77	79	2	86	87	1	85	85	0	78	78	0
England (all schools)	89	89	0	76	80	4	85	87	2	86	87	1	78	80	2
Difference from England	-2	-1		1	-1		1	0		-1	-2		0	-2	

### 4. Key Stage 2 (KS2), Expected progress, 2015

	KS1 to KS2 Expected Levels of Progress in								
	Reading			Writing			Mathematics		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Slough LA	90	90	0	94	92	-2	89	87	-2
England (all schools)	91	91	0	93	94	1	89	90	1
Difference from England	-1	-1		1	-2		0	-3	

### 5. Key Stage 2 (KS2) Pupils Achieving Level 5 or above (Attainment)

	Pupils Achieving Level 5 or Above														
	Reading			Grammar Spelling & Punctuation			Writing TA			Mathematics			Reading, Writing and Mathematics		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2014	Diff	2014	2015	Diff
Slough LA	48	46	-2	57	59	2	33	37	4	45	42	-3	25	25	0
England (all schools)	50	49	-1	52	56	4	33	36	3	42	42	0	24	24	0
Difference from England	-2	-3		5	3		0	1		3	0		1	1	

## 6. Performance of Pupil Premium Pupils at Key Stage 2

### Performance of Pupil Premium Pupils at Key Stage 2

	Number Pupil Premium		% L4+ Reading, Writing and Maths			% 2 Levels of Progress Reading			% 2 Levels of Progress Writing			% 2 Levels of Progress Maths		
	2014	2015	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
<b>Slough Pupil Premium</b>	<b>529</b>	<b>566</b>	<b>69%</b>	<b>69%</b>	<b>0%</b>	<b>87%</b>	<b>88%</b>	<b>1%</b>	<b>94%</b>	<b>91%</b>	<b>-3%</b>	<b>85%</b>	<b>85%</b>	<b>0%</b>
<b>National Pupil Premium</b>			<b>72%</b>	<b>70%</b>	<b>-1%</b>	<b>88%</b>	<b>88%</b>	<b>0%</b>	<b>91%</b>	<b>92%</b>	<b>-1%</b>	<b>86%</b>	<b>86%</b>	<b>0%</b>

## 7. Looked After Children (LAC) achievement compared with overall results:

	Key Stage 2: % of pupils achieving level 4 or above											
	Reading			Writing			Mathematics			Reading, Writing & Mathematics		
	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15
Slough LAC	62.5	33.0	50.0	50.0	33.0	50.0	37.5	33.0	50.0	37.5	33.0	50.0
National LAC	63.0	68.0	-	55.0	59.0	-	59.0	61.0	-	45.0	48.0	-
Slough LA overall	86.0	87.0	87.0	83.0	86.0	86.0	82.0	85.0	84.0	74.0	78.0	77.0
England (all schools)	86.0	89.0	89.0	83.0	85.0	87.0	85.0	86.0	87.0	75.0	78.0	80.0

Key Stage 2 students	2012/13	2013/14	2014/15
No of students entered: Slough LAC	8	9	4
No of students entered: Slough overall	1720	1747	1874

	Key Stage 4: % of pupils achieving											
	5+ A*-C inc E&M			5+ A*-C			5+ A*-G			Any Passes		
	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15	2012/13	2013/14	Provisional 2014/15
Slough LAC	15.0	0.0	10.0	23.0	0.0	10.0	69.0	54.0	40.0	69.0	77.0	80.0
National LAC	15.5	12.0	-	37.2	16.3	-	-	-	-	-	-	-
Slough LA overall	71.4	69.2	67.4	95.2	75.2	74.3	96.3	95.1	94.4	99.6	98.5	98.8
England (all schools)	59.2	53.4	52.8	81.8	63.8	64.2	90.5	85.1	85.2	99.6	97.7	97.8

Key Stage 4 students	2012/13	2013/14	2014/15
No of students entered: Slough LAC	13	13	10
No of students entered: Slough overall	1677	1618	1636

2014/15 figures are based on provisional data.

New 2014 methodology applied to Key Stage 4 2013/14 data. Therefore 2014 onwards results are not comparable with previous years

Some data is difficult to use for comparison because of the small numbers of LAC taking KS2 and KS4 tests.

## 8. Performance of Pupil Premium Pupils at Key Stage 2 by Pupil Group

Boys	Number Pupil Premium		% L4+ Reading, Writing and Maths			% 2 Levels of Progress Reading			% 2 Levels of Progress Writing			% 2 Levels of Progress Maths		
	2014	2015	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Asian Pakistani	71	70	72	71	-1	91	84	-7	94	90	-4	89	91	2
Asian Indian	25	21	60	81	21	92	95	3	100	80	-20	83	95	12
Black Caribbean	11	9	55	78	23	73	100	27	91	100	9	82	100	18
Black African	30	37	73	84	11	84	92	8	92	100	8	88	95	7
White British	65	63	52	51	-1	77	81	4	86	89	3	77	68	-9
White Other	19	12	79	58	-21	89	83	-6	100	67	-33	94	75	-19
No SEN	172	189	84	85	1	93	92	-1	98	94	-4	92	95	3
SEN	102	96	32	32	0	73	74	1	84	80	-4	72	62	-10
All PP Boys - Slough	274	285	65	67	2	85	86	1	93	89	-4	85	83	-2

Girls	Number Pupil Premium		% L4+ Reading, Writing and Maths			% 2 Levels of Progress Reading			% 2 Levels of Progress Writing			% 2 Levels of Progress Maths		
	2014	2015	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Asian Pakistani	84	86	77	77	0	90	98	8	96	93	-3	88	93	5
Asian Indian	12	16	58	81	23	67	94	27	100	88	-12	83	94	11
Black Caribbean	7	2	43	100	57	86	100	14	71	100	29	57	100	43
Black African	32	35	78	71	-7	94	88	-6	100	91	-9	94	82	-12
White British	50	70	70	64	-6	86	87	1	92	94	2	80	81	1
White Other	9	19	100	74	-26	100	78	-22	100	94	-6	100	78	-22
No SEN	190	219	84	81	-3	94	94	0	98	96	-2	90	92	2
SEN	65	62	42	36	-6	71	80	9	86	85	-1	71	66	-5
All PP Girls - Slough	255	281	73	71	-2	88	91	3	95	93	-2	85	86	1

## 9. Provisional GCSE results for Slough Secondary Schools: 2015

	5 or more A*-C inc E&M			5 or more A*-C			English Baccalaureate			Expected Levels of Progress in English			Expected Levels of Progress in Maths		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Slough LA	69.2	67.4	-1.8	75.0	74.3	-0.7	27.7	24.0	-3.7	85.2	80.4	-4.8	76.9	77.6	0.7
National	53.4	52.8	-0.6	63.8	64.2	0.4	22.9	22.5	-0.4	71.6	70.0	-1.6	65.5	66.6	1.1
Slough LA – National Difference	15.8	14.6		11.2	10.1		4.8	1.5		13.6	10.4		11.4	11.0	

Provisional figures based on DfE Release October 2015



		% 5+ A*-C inc English & Maths	% 5+ A*-C	% 5+ A*-G	% 5+ A*-G inc English & Maths	English Baccalaureate	Expected Progress in English	Expected Progress in Mathematics	Capped Average Point Score	Average Point Score
Slough LA Results	2014	69.2	75.0	97.3	95.1	27.7	85.2	76.9	344.0	434.0
	2015	67.4	74.3	96.9	94.4	24.0	80.4	77.6	338.5	420.2
	Diff	-1.8	-0.7	-0.4	-0.7	-3.7	-4.8	0.7	-5.5	-13.8
Slough LA Ranking (out of 152 LAs)	2014	7	10	2	6	41	2	10	6	2
	2015	8	14	6	18	70	4	8	8	5
	Diff	-1	-4	4	12	29	-2	2	-2	-3
England Results	2014	53.4	63.8	93.5	91.2	22.9	71.6	65.5	303.0	355.1
	2015	52.8	64.2	94.2	91.4	22.5	70.0	66.6	304.4	358.7
	Diff	-0.6	0.4	0.7	0.2	-0.4	-1.6	1.1	1.4	3.6
Slough LA – England	2014	15.8	11.2	3.8	3.9	4.8	13.6	11.4	41.0	78.9
	2015	14.6	10.1	2.7	3.0	1.5	10.4	11.0	34.1	61.5

### 10. A\*-C in English and Maths/Capped and Uncapped total GCSE point scores

	A*-C in English			A*-C in Maths			Capped Total Point Score			Uncapped Total Point Score		
	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff	2014	2015	Diff
Slough LA	81.5	77.9	-3.6	76.9	75.7	-1.2	344.0	338.5	-5.5	434.0	420.2	-13.8
National	73.0	74.0	1.0	69.0	70.0	1.0	303.0	304.4	1.4	355.1	358.7	3.6
Slough LA – National Difference	8.5	3.9		7.9	5.7		41.0	34.1		78.9	61.5	

### 11. Expected Levels of Progress in English and maths KS2 to KS4

		Expected Progress in English	Expected Progress in Mathematics
Slough results	2014	85.2	76.9
	2015	80.4	77.6
	Diff	-4.8	0.7
England Results	2014	71.6	65.5
	2015	70.0	66.6
	Diff	-1.6	1.1
Slough LA – England Difference	2014	13.6	11.4
	2015	10.4	11.0

Provisional figures based on DfE Release October in 2015.

## 12. Pupil Premium at Key Stage 4

% 5+ A*-C GCSEs inc E&M				3 Levels of Progress English				3 Levels of Progress Maths			
2013	2014	2015	Diff 2014 to 2015	2013	2014	2015	Diff 2014 to 2015	2013	2014	2015	Diff 2014 to 2015
49.3	51.7	48.7	-3.0	74.4	71.4	70.7	-0.7	72.3	72.1	64.1	-8.0

## 13. Key Stage 5 including A Level Results: provisional for 2014/15: Data release is on 26<sup>th</sup> January 2015

	Average point score per student			Average point score per examination entry		
	2014	2015	Diff	2014	2015	Diff
Slough LA	791.4	775.0	-16.4	220.8	220.6	-0.2
National	775.3	766.6	-8.7	214.8	215.4	0.6
Slough LA - National Difference	16.1	8.4		6.0	5.2	

	3 or more A-Levels at A*-E (including equiv)			2 or more A-Levels at A*-E (including equiv)		
	2014	2015	Diff	2014	2015	Diff
Slough LA	93.7	93.0	-0.7	99.8	98.5	-1.3

Provisional figures based on DfE release in October 2015 (there are no national comparative figures available at this time)

**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 28<sup>th</sup> January 2016

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

**WARDS:** All

**PART I**

**TO NOTE**

**EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL  
2015/16 WORK PROGRAMME**

1. **Purpose of Report**

1.1 For the Education and Children's Services Scrutiny Panel (ECS Scrutiny Panel) to discuss its current work programme.

2. **Recommendations/Proposed Action**

2.1 That the Panel note the current work programme for the 2015/16 municipal year.

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

3.1 The Council's decision-making and the effective scrutiny of it underpins the delivery of all the Joint Slough Wellbeing Strategy priorities. The ECS Scrutiny Panel, along with the Overview & Scrutiny Committee and other Scrutiny Panels combine to meet the local authority's statutory requirement to provide public transparency and accountability, ensuring the best outcomes for the residents of Slough.

3.2 The work of the ECS Scrutiny Panel also reflects the priorities of the Five Year Plan, in particular the following:

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

4. **Supporting Information**

4.1 The current work programme is based on the discussions of the ECS Scrutiny Panel at previous meetings, looking at requests for consideration of issues from officers and issues that have been brought to the attention of Members outside of the Panel's meetings.

4.2 The work programme is a flexible document which will be continually open to review throughout the municipal year.

5. **Conclusion**

5.1 This report is intended to provide the ECS Scrutiny Panel with the opportunity to review its upcoming work programme and make any amendments it feels are required.

6. **Appendices Attached**

A - Work Programme for 2015/16 Municipal Year

7. **Background Papers**

None.

**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL**  
**WORK PROGRAMME 2015/16**

Meeting Date
<b>Thursday 28<sup>th</sup> January 2016</b>
<ul style="list-style-type: none"> <li>• <u>Exam results and 'Closing the Gap'</u></li> <li>• <u>Five Year Plan outcome 5: Children and young people in Slough will be healthy, resilient and have positive life chances</u></li> <li>• <u>PFI</u></li> </ul>
<b>Wednesday 9<sup>th</sup> March 2016</b>
<ul style="list-style-type: none"> <li>• <u>Children's Services Trust – SEND services</u></li> <li>• <u>Teacher recruitment and retention</u> (reference from Council – September 2015)</li> <li>• <u>Ofsted inspection – results</u></li> <li>• <u>Cambridge Education Annual Report and an update on the educational contract</u></li> <li>• <u>Slough schools – external auditor's report</u> (reference from Audit and Corporate Governance Committee – September 2015)</li> </ul>
<b>Wednesday 13<sup>th</sup> April 2016</b>
<ul style="list-style-type: none"> <li>• <u>School improvement, the governance of schools and academies</u></li> <li>• <u>Children's Centres</u></li> <li>• <u>Head teachers of new schools / schools of interest</u></li> </ul>

To be programmed:

Slough Local Safeguarding Children's Board – First meeting of 2016 – 17

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**MEMBERS' ATTENDANCE RECORD**  
**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL 2015-16**

COUNCILLOR	MEETING DATES							
	14/07/2015	21/10/2015	03/12/2015	12/01/2016	28/01/2016	09/03/2016	13/04/2016	
Abe	P*	P	P	Ap				
Bal	P	Ap	Ap	Ap				
Brooker	P	P	P	P				
Cheema	P	Ap	P	P				
Dhillon	Ab	Ab	P*	P				
Matloob	P	P	P	P				
Morris	P	P	Ap	Ap				
Pantelic	P	P*	P	P				
Rana	P	P	Ap	P				

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

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