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Date of issue: Wednesday 30th November 2016

MEETING	**EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL** (Councillors Brooker (Chair), Chahal (Vice Chair), Anderson, Chohan, Mann, Morris, Pantelic, Qaseem and Sadiq) **Education Non-Voting Co-opted Members** Jo Rockall (Secondary school teacher representative) Maggie Stacey (Head teacher representative)
DATE AND TIME:	THURSDAY, 8TH DECEMBER, 2016 AT 6.30 PM
VENUE:	VENUS SUITE 2, ST MARTINS PLACE, 51 BATH ROAD, SLOUGH, BERKSHIRE, SL1 3UF
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

sustainable forest

AGENDA ITEM	REPORT TITLE	PAGE	WARD
	APOLOGIES FOR ABSENCE		
	CONSTITUTIONAL MATTERS		
1.	Declaration of Interest *All Members who believe they have a Disclosable Pecuniary or other Pecuniary or non pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to the circumstances described in Section 3 paragraphs 3.25 – 3.27 of the Councillors' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 3.28 of the Code.* *The Chair will ask Members to confirm that they do not have a declarable interest.* *All Members making a declaration will be required to complete a Declaration of Interests at Meetings form detailing the nature of their interest.*		
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	SCRUTINY ISSUES		
4.	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).*		
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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.

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Education and Children's Services Scrutiny Panel – Meeting held on Tuesday, 19th July, 2016.

Present:- Councillors Anderson, Brooker, Chahal, Qaseem and Sadiq

Education Voting Co-opted Members
James Welsh – Catholic Diocese of Northampton

Apologies for Absence:- Councillors Mann, Morris and Pantelic
Jo Rockall and Maggie Stacey

PART 1

1. Declaration of Interest

Cllr Sadiq declared her employment at Eden Girls' School. Cllr Chahal declared his position as the Chair of Governors at a local school. Cllr Brooker declared his daughter's attendance at Burnham Park Academy and his position as Governor at Churchmead School.

2. Election of Chair for 2016 - 17

Cllr Anderson nominated Cllr Brooker as Chair for the Panel. This was seconded by Cllr Sadiq.

Resolved: that Cllr Brooker be elected to the position of Chair of the Education and Children's Services Scrutiny Panel unanimously for the Municipal Year 2016 – 17.

(At this point of the meeting, Cllr Brooker took the Chair of the Panel).

3. Election of Vice-Chair for 2016 - 17

Cllr Anderson nominated Cllr Chahal as Vice-Chair for the Panel. This was seconded by Cllr Sadiq.

Resolved: that Cllr Chahal be elected to the position of Vice-Chair of the Education and Children's Services Scrutiny Panel unanimously for the Municipal Year 2016 – 17.

4. Minutes of the Meeting held on 21st April 2016

Resolved: that the minutes of the meeting held on 21st April 2016 were approved as a correct record.

5. Member Questions

A member's question regarding Langley Hall Primary Academy's Ofsted inspection, and the response from Cambridge Education, was circulated. The following points arose from discussion of the matter:

- Members of the Panel should still take an interest in academy schools, despite their independence from local authority control. The Director of Children's Services (DCS) was currently seeking assurances from the Regional Schools Commissioner on Langley Hall Primary in light of Ofsted's findings.
- The Slough Children's Services Trust (SCST) had offered training and audit to Langley Hall Primary, but was unsure if the institution had taken this up. In the written response, Cambridge Education clarified that the school had not accepted the offer of an autumn term visit to prepare for an Ofsted inspection.

6. School Places

Slough Borough Council (SBC) used birth data to estimate the number of reception places required at primary schools in the future; this was the best indicator as to trends. Given this information, it was anticipated that demand would decline in the years 2017 – 2020, with Foxborough Primary School already planning to reduce provision in 2017. SBC worked on the basis that 2 contingency classes would always be required; on this basis, there would be no surplus classes in 2016 – 17, but this would increase over time, leaving 6 in 2019 – 2020.

However, Slough tended to be subject to inward migration. This could put pressure on school places for years beyond reception, and in 2019 – 2020 there would be 17 extra classes for year 6 above current levels. As a result, several measures were being explored, including bulge classes, a temporary increase in class sizes from 30 to 32, the use of empty classes in new free schools and the use of freed up space in schools that reduce their admission numbers.

The expansion in classes for secondary schools had the establishment of a SASH2 school as a central aspect; sites for this institution were being sought. In addition, the 4.5 classes categorised as 'expansion of Slough schools' could arise from either existing schools or the creation of a new free school. The increase in places for special educational needs and pupil referral units required forecasting, for which data was being sought.

School places would be managed to maximise the benefit to Slough residents, and would also allow for adequate playing with easy access for schools. SBC would maximise the available sources of funding for programme delivery and would only support expansion of selective schools in cases where the expansion will not add to the imbalance between selective and non-selective places. Schools would be part of a holistic plan for future

developments in the borough, and SBC recognised that land use pressures must result in provision being made outside the borough.

The Panel raised the following points in discussion:

- Class sizes could exceed 30 in Key Stage 2 classes; this was not a recent change to the law, with 'basic needs' having always allowed for this in the legislation.
- Whilst the placement of students at Langley Grammar School was reliant on test results, it was anticipated that the number of Slough children entering the institution would rise from 30 to approximately 50. It was very much recognised that expansion in grammar provision should not solely be for the benefit of children outside the SBC area.
- The expansion of Arbour Vale offered the best, most instant solution to local needs. However, the school playing fields should not be put at risk by this as they had a separate footprint to the school buildings.
- Early Years was also an issue; some schools were considering decreasing their provision, but the Government's '30 hours a week of care' programme was also a matter requiring a response. At present, whenever a school was expanding its Early Years provision was also increasing. The Early Years team was working on this, and could keep the Panel informed as appropriate.
- Information on school spaces, as maintained by SBC on the website, required much work by users to make it useful for their purposes. The Admissions team were working on the system, and had reduced the delay times for information reaching parents.
- SBC had identified the upper year groups in primary schools as the greatest pressure point in future provision.
- The impact of the recent decision to leave the European Union was, at present, hard to deduce. SBC had the option of expanding existing schools, arranging bulge classes and using new schools opening in the area to meet any increased demand.
- Langley Hall Primary School was planning to open a secondary school in 2018. Despite the recent Ofsted inspection, SBC recognised the assistance that the school had offered by opening, and SBC was in discussions with the institution to co-ordinate provision and resolve funding issues.
- SEN was an area under review. Some local schools had been challenged by the level of need of some children, and therefore SBC recognised that a mixture of mainstream and specialist provision was required.
- The transfer of services to SCST could also see more children referred to SEN as thresholds changed.

Resolved:

1. That the Panel receive an updated version of the table outlining school places in secondary schools.
2. That the Panel receive information on the forms of entry, as outlined in the 'Gold Project' updates for Cabinet.

7. Slough Ofsted Delivery Plan

SCST and SBC had formed a joint Delivery Plan, relating to the improvements required following Ofsted's 2015 inspection. It had been submitted to Ofsted, and refined in light of their comments.

The Plan included a section on governance arrangements to oversee progress. SCST had its own board, with their Commissioner still working with SBC on reviewing arrangements. The Slough Local Safeguarding Children's Board (SLSCB) also had input; meeting between SCST and SBC were monthly, and those between SLSCB less frequent (around once every two months). The SCST Commissioner then reported on progress to the Government. Considering that Ofsted were also monitoring matters, this meant that arrangements were placed under rigorous scrutiny. SCST was also realistic as to the scale of the work that was required.

The Panel raised the following points in discussion:

- SCST saw the level of expectations as a major challenge; to get Children's Services in Slough to the required standard would require significant training and a culture change. The level of agency staff also needed to be reduced to embed these alterations.
- Permanent staff would be attracted to Slough through investment and training, rather than wage inflation. It had become clear that those staff who committed to the area did so through the desire to create a good organisation and the capacity to undertake their work to a high standard. SCST's academy was also offering newly qualified social workers a chance to work at all local hubs, which should assist with future staff retention rates. A retention package was being offered to ensure that Slough did not just become a place to train in preparation for careers elsewhere.
- Whilst the contract between SBC and SCST set out the key performance indicators, it did not set out the targets related to these. At the present time, the majority now had targets although some remained unset. These would be shared with the Panel.
- A permanent DCS would be appointed in the near future. Headhunters had been approached to find suitable candidates, and some of these had held informal discussions with SBC's Chief Executive.
- The budget for the first 18 months of SCST's work had been established. Negotiations on future arrangements would commence in the near future, ensuring the right balance between necessary costs and efficiencies. However, the fact that SCST had discovered major issues in need of resolution since assuming responsibilities did mean that some decisions were required on necessary expenditure.
- One crucial aspect of future work was the need to establish consistent thresholds, which would be applied by all staff. It was imperative that good practice and the adherence to legal guidelines should become

embedded in staff, with training and supervision to be central to this. SCST had strengthened enforcement regimes amongst staff to ensure they were prepared to undertake this.

- SBC would oversee the contract with SCST through monthly board meetings. However, it was acknowledged that the service needed fundamental reform; SCST's work on this should see an improvement on the depth and quality of information available to make analytical comments.
- SCST would undertake regular programmes aimed at auditing cases and highlighting issues regarding practice. Recent Ofsted inspections of Children's Services in other local authorities were used to design the most relevant criteria for these. As part of this, an Ofsted Readiness Group had been established to prepare for such an inspection. Given Slough's status as 'inadequate', it also received Ofsted monitoring visits.
- A Quality and Innovations Group had also been established to discuss these matters. It meets roughly once every two months.
- SCST would assume responsibility for children's centres from October 1st 2016 onwards; this decision had been part of the Secretary of State's direction. The risk that this could distract from attention being paid to children's services was acknowledged and being managed. As well as these risks, it offered opportunities for improvements (e.g. closer working between departments, offering social worker surgeries in the community) and also children's centres were in a better position than children's services had been when taken over by SCST. Members did wish to note their reservations on the potential for this to impact on children's services, and wanted it included in any update given to the Panel.

Resolved:

1. That the targets for key performance indicators relating to SCST would be shared with the Panel.
2. That children's centres would be included in any future report to the Panel regarding SCST's work.

8. Slough Borough Council's Section 11 Audit

Section 11 audits were undertaken to ensure that all services across a local authority were aware of their role in child protection and had suitable policies in place. However, as the 2015 Ofsted inspection had noted, these had not been conducted at SBC recently.

One frequent issue with these audits was where services did not see the direct link between their quotidian work and child protection. To counter this, SBC had established templates for completing forms and offered support to Heads of Service. Whilst this still required reinforcement, measures were being put in place to ensure that this would be embedded as a constant theme across SBC services. It was acknowledged that this was still a work in progress, but it did now have ownership from SBC's Senior Leadership Team.

The Panel made the following points in discussion:

- SBC intended to make sure that future audits were not just about compliance. Rather, SBC intended to ensure that it would be at the centre of planning for services.
- The action plan required populating with information; the Corporate Management Team had reviewed the template and developed action plans to be revisited every 6 months.
- SLSCB would have a new Chair by the autumn of 2016. Any changes to this body would be undertaken in light of the Wood Review into Local Safeguarding Children's Boards (published in May 2016). Work was also being conducted with the Department for Education to scope the requirements for the new Chair, as well as key partners. The job description was now available, with interviews to be conducted in the summer of 2016.
- It was recognised that the alteration in service provision had created a complex series of arrangements and reporting mechanisms. Councillors would be prioritised, but the system required simplification to ensure that both duplication and omission of reporting issues was avoided.

Resolved: that the Panel receive an update on progress made regarding Section 11 audits in six month's time.

9. Forward Work Programme

Resolved:

1. That the work programme be updated to include the following items:

- **26th October 2016:** single agenda item on SCST. This will be an update on SCST after one year of improvement work, and will also include their assumption of responsibility for Children's Centres. It will also be a joint meeting with Overview and Scrutiny Committee.
- **8th December 2016:** Exam results, Youth Offender Team, Delivery Plan update, Ofsted inspections of schools.
- **9th February 2017:** Corporate Parenting Panel progress, Section 11 update (following on from last night's item), Fostering and Adoption.
- **15th March 2017:** Slough Youth Parliament, Cambridge Education after the 1st October alteration of responsibilities, Slough Local Safeguarding Children's Board, school admissions (for information).
- **19th April 2017:** Ofsted inspections of schools (termly update).

2. That SATs results be circulated to members of the Panel.

10. Date of Next Meeting - 26th October 2016

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.46 pm)

Joint Meeting of the Overview and Scrutiny Committee and Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 26th October, 2016.

Present:- Councillors Anderson, Bedi, Brooker, Chahal, Chohan, N Holledge, Nazir, Pantelic, Parmar (from 6.42pm), Qaseem, Sadiq, A Sandhu, R Sandhu and Usmani

Apologies for Absence:- Councillor Mann, Morris and Strutton

PART 1

11. Election of Chair for the Joint Meeting

It was proposed by Councillor Nazir and seconded by Councillor Pantelic that Cllr Brooker be appointed Chair for the meeting. This was carried unanimously.

Resolved – That Councillor Brooker be appointed as Chair for the Joint meeting.

12. Declaration of Interest

Cllr Sadiq declared her employment at Eden Girls' School. Cllr Chahal declared his position as the Chair of Governors at a local school. Cllr Brooker declared his daughter's attendance at Burnham Park Academy and his position as Governor at Churchmead School.

13. Member Questions

The response to the member's question raised prior to the meeting was circulated to members. The following point was raised in subsequent discussions:

- No direct external complaints had been received. However, quality would continue to be monitored to ensure that issues were identified before escalating.

14. Update from Slough Children's Services Trust

Slough Children's Services Trust (SCST) had identified the need to change the environment for children and staff to improve outcomes. The four key areas for improvement would be quality, learning, the workforce and information and should start to address the concerns raised by Ofsted in previous inspections. In the first year of SCST's operation, this had taken the form of placing children at the centre of decision making, creating an

environment which encouraged staff to innovate and implementing a new model of social work.

To underpin these efforts, a new management team had been appointed. The majority of these appointments were permanent, with some temporary roles ending in March 2017 as short term funding from the Department for Education (DfE) finished. An Ofsted monitoring visit would take place in November 2016, which would give a clear indication as to the level of improvement which has taken place in SCST's first year of operation. However, improved collaboration and partnership working had increased the level of information open to staff; Councillors' views were sought as part of this process.

(At this point in the meeting, Cllr Parmar entered).

As well as senior management, permanent appointments had been made amongst middle managers. 5 Group Managers had been appointed, with two joining later this month, and assisting with the creation of a clear model for social work at SCST. Clear governance arrangements were also now in place, with a Joint Improvement Board seeing co-operation between SCST and the Council (SBC). The establishment of the Multi Agency Safeguarding Hub also supported SCST's aims. The relationship between SBC and SCST had improved, with the Interim Chief Executive, Interim Director of Children's Services and political leadership featuring in this process. Whilst the level of complaints received by SCST had risen, this was welcomed and reflected the willingness of Looked After Children (LACs) to voice their experiences.

The new model of social work focused on ending the focus on process and emphasising the importance of relationships. SCST was focused on building the strength of families and keeping them together where it is safe to do so. Children's experiences of social work would also be improved through the creation of small, agile hubs of multi-skilled professionals. These were intended to increase the effectiveness of situations where a child's carer had to change, and also minimise the frequency of this being required. The DfE would also be using SCST as one of three areas to pilot a Centre for Social Work Practice, which would provide staff with a year's training. The Trust had been successful in getting through the first round of a grant application process for £1.8 million central government Innovation Grant, with a final bid to be submitted in November 2016. The outcome should be known by Christmas 2016.

Hub meetings with a wide range of partners and agencies were being held weekly, with the express aim of managing risk within the community. A new Child Protection Conference Framework had also been established and mirrored the areas of concern identified by Ofsted. With a fully permanent team, it had reviewed complaints procedures (which had been found not to meet legislative requirements). Performance and management information was also being reviewed and a better shared understanding of quality assurance being spread across the service.

The Virtual School had improved compliance in Personal Education Plans (PEPs) for LACs. All staff were now trained in Electronic Personal Education Plans (ePEPs). An interactive weekly register, daily phone calls to check attendance and a restructure of Virtual School had bolstered these efforts. In addition, the Pupil Premium Plus was being used appropriately and a firm focus on raising children's aspiration to succeed was maintained.

For children with Special Educational Needs (SEN), almost 90% of new Education Health and Care Plans (EHCPs) are now being completed within the 20 week deadline. All frontline SEN posts were filled by permanent staff by the end of June 2016; recruitment of permanent staff to management-level posts is now underway. The pledge for LAC had been approved by Council and the Joint Parenting Panel also involved joint work between SBC and SCST. In terms of foster care, a record number of new foster carers were being assessed, whilst SCST was using the 'Mockingbird Family Model' to encourage innovation in recruitment of carers. The Youth Offending Team had also received positive feedback from the Youth Justice Board.

In terms of future priorities, these were identified as implementation of the Ofsted delivery plan jointly with SBC, the launch of the Five Year Strategy and full implementation of the "Safe, Secure and Successful" policy by March 2017. This needed to ensure that SCST achieved an Ofsted grading of "Good" by October 2018 and would involve collaborative work with SBC.

The following points were raised in discussion by members:

- DfE were looking for SCST to maintain an annual staff survey; the first one had indicated that 2/3rds of respondents felt the service had improved (although the response rate had been around 50%). SCST would also continue to pursue other methods of evaluating staff responses to their efforts, as well as gathering information from outside SCST on their views. Part of this process would continue to be the monthly 'Trust Talk' session, which was treated as a dialogue between senior management and staff; dissenting voices were welcomed as part of this. Performance management (e.g. absenteeism rates) would also be undertaken and the whistleblowing policy was promoted to staff members.
- Since taking the service from SBC, staff had indicated that management was more supportive. There was also more room for innovation (e.g. the Mockingbird Family model) which had encouraged staff to raise their own ideas. Team working was now closer and responses were quicker; whilst challenges remained, there were more grounds for optimism.
- SCST's service was largely within budget for year 1, with accounts lodged with Companies House. Initial costs for moving on staff had increased expenditure, whilst the costs of agency staff remained high, whilst placement budgets were a challenge and being monitored. Overall all, however, the service was within budget.
- In terms of improving finances, an open evening had seen a number of external applications for posts within the Trust. In addition 6 agency

staff had applied for permanent positions. Other areas of incentivising applicants to join SCST (e.g. the Centre for Social Work Practice, key worker housing) would also be explored.

- There were a total of 40 foster carers registered with the Trust. To support these, an out of hours line had been established whilst the SBC Nurse supported healthy living. SCST and SBC were working jointly to encourage healthy lifestyles and there was also a foster carers' association which organised events. A drop in centre was available on a monthly basis and programmes on issues such as drugs and weapons awareness were also provided. In addition, a sons' and daughters' support group bolstered these efforts. An annual event was held to celebrate the achievements in this area.
- SCST felt that more foster children were placed outside of Slough than was desirable. Whilst such placements were required on occasions (e.g. unhelpful networks of associates, child sexual exploitation issues) these were rare. The emphasis on local foster parents sought to address this.
- Newly qualified social workers (NQSWs) were looking for roles in Slough, with 119 having applying for the 13 posts advertised. Of these, many had previous experience in Slough. The recent investment in the service had encouraged longevity amongst staff; this new culture was creating a support network amongst social workers. The number of active cases had decreased; this was based on the new working model which emphasised the need for safe levels of casework for hubs to manage. Cases that did not require a social work intervention would be redirected on the basis of joint working with the voluntary sector. It was also the aspiration that as hubs embedded, work levels would remain manageable to ensure quality work. This would be ensured through a decline in re-referrals and related developments based on improved quality of social work.
- Steady progress was being made on recruitment. 11 out of 15 Consultant Social Workers were now in place, whilst the first NQSW cohort was now approaching the end of their first year; these would fill vacancies as they graduated. As each year would see a new cohort recruited, it was intended for the situation to be resolved within 3 years of operation. In addition, suitable agency workers were becoming permanent staff (6 had made this transition) whilst the new system introduced by Government would encourage SCST to reduce the number of agency staff. 85% of staff in the hubs were permanent; this would continue to be monitored and reported to the Education and Children's Services Scrutiny Panel. Members were encouraged to disseminate this progress where possible to help with recruitment.
- A new Complaints Manager post had been filled, with SCST keen to mitigate any complaints in the early stages of the issue and investigate matters fully. SCST's Chief Executive also met with complainants to gather information. Complaints were performance managed (e.g. deadlines on responses, reasons for delays requested when these were not adhered to).
- Key Performance Indicators (KPIs) on all aspects of SCST's work were the subject of a weekly monitoring report. These were then discussed

at a Monthly Performance Board. These discussions had led to an investigation into a decrease in the number of visits made to children of a protection plan and also highlighted concerns over referrals to SCST which had been assessed but led to no further action. However, it should also be borne in mind that in social work, it was not always possible to state whether an increase or decrease of a specific KPI was 'the desirable direction of travel'.

- As an example of this, under the system prior to SCST's establishment, protection plans had been short lived. SCST wished to change this, which had led to a rise in the number of protection plans in the short term. However, as SCST's approach became established, this was now stabilising and should decrease over time.
- In terms of evaluating whether SCST was on target to achieve its desired 'Good' and 'Outstanding' Ofsted gradings, the November 2016 monitoring visit would be the first litmus test. Ofsted would be talking to staff rather than senior management and using examples of casework to form their findings.
- SCST's internal audit of casework had found a varied level of quality, which led them to anticipate that Ofsted's conclusions would be similar. In terms of wider evaluation, the Trust in operation in Doncaster had organised a peer review via the Local Government Association; this may be an option for SCST to pursue.
- SCST was committed to engaging with care leavers. However, in the short term this was proving difficult given the poor experiences many of them had. SCST was engaging with the National Institute of Adult Continuing Education to obtain the best outcomes and had also established a care leavers' forum but realised that further work was needed in this area. Care ambassadors were being recruited to develop this work.
- The social work model used by SCST was based on the work of Professor Eileen Munro and had also been used by Hackney and Cambridgeshire County Council. The model was available on SCST's website.
- The key differences which were needed to improve the service were openness and transparency, an end to the 'blame game' culture and the 'top-down' style of management. These would create the environment for the central objective; putting the child at the centre of the discussion rather than officers.
- Technology was being used to improve the service in terms of foster care and agile working. Staff time would be used more efficiently by allowing staff to enter information remotely, whilst the recently appointed apprentice would be working with the Communications Team and working on social media strategy. The Slough Local Safeguarding Children's Board was also developing its use of technology.
- Secure email accounts were available for staff and an appointment had been made to a new Information Governance position.
- When Personal Education Plans (PEPs) were formed, there should be a wide range of inputs. These could vary from case to case, but should always involve the child concerned fully and may also draw information

from the designated teacher, the social worker, the Virtual School, any foster carers involved, any tutors or the SEN Co-Ordinator as appropriate.

- 3 groups had been established for children in care. These held meetings every 4 – 6 weeks and fed their views into the Joint Parenting Panel. However, they were still working on issues of trust with children in care.
- The changes of social worker who managed specific cases remained a key challenge although turnover was reducing. However, this change was slower than desired and was being mitigated by the sharing of information. This would ensure that children and families would not repeatedly have to relay their story to SCST, and the use of hubs was supporting this.
- All members of SCST staff were meeting with the Trust's Chief Executive to discuss their future plans and training needs. These discussions also allowed staff to provide an honest assessment of SCST's position.
- At present potential foster carers/adopters who withdrew from the process were not routinely followed up. However, the new permanent Recruitment Manager could undertake this, and this suggestion would be followed up by the Trust.
- Ofsted would visit SCST on a quarterly basis.
- Due to a change in the Direction from Government, Children's Centres would not be transferred to SCST. Instead, SBC's Education Services team would run them.

Resolved:

1. That SCST's Recruitment Manager revisit the files of potential foster carers which had lapsed to investigate their future recruitment.
2. That the update be noted.

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.37 pm)

Education and Children's Services Scrutiny Panel – Actions Arising

19th July 2016

Minute:	Action:	For:	Report Back To: Date:
5	The Director of Children's Services (DCS) was currently seeking assurances from the Regional Schools Commissioner on Langley Hall Primary in light of Ofsted's findings.	DCS	ECS Scrutiny Panel As appropriate
6	At present, whenever a school was expanding its Early Years provision was also increasing. The Early Years team was working on this, and could keep the Panel informed as appropriate.	Early Years Team	ECS Scrutiny Panel As appropriate
6	**Resolved:** 1. That the Panel receive an updated version of the table outlining school places in secondary schools.	Regeneration, Housing and Resources	ECS Scrutiny Panel As appropriate
6	**Resolved:** 2. That the Panel receive information on the forms of entry, as outlined in the 'Gold Project' updates for Cabinet.	Regeneration, Housing and Resources	ECS Scrutiny Panel In line with Cabinet
7	Whilst the contract between SBC and SCST set out the key performance indicators, it did not set out the targets related to these. At the present time, the majority now had targets although some remained unset. These would be shared with the Panel. **Resolved**: That the targets for key performance indicators relating to SCST would be shared with the Panel.	SCST	ECS Scrutiny Panel As appropriate

7	A permanent DCS would be appointed in the near future. Headhunters had been approached to find suitable candidates, and some of these had held informal discussions with SBC's Chief Executive.	Chief Executive	ECS Scrutiny Panel As appropriate
7	**Resolved:** That children's centres would be included in any future report to the Panel regarding SCST's work.	SCST	ECS Scrutiny Panel 26th October meeting
8	**Resolved:** that the Panel receive an update on progress made regarding Section 11 audits in six month's time.	Children's Services	ECS Scrutiny Panel 9th February meeting
9	**Resolved:** that SATs results be circulated to members of the Panel.	Children's Services	ECS Scrutiny Panel Sent 29th July

26th October 2016

Minute:	Action:	For:	Report Back To: Date:
14	The Trust had been successful in getting through the first round of a grant application process for £1.8 million central government Innovation Grant, with a final bid to be submitted in November 2016. The outcome should be known by Christmas 2016.	SCST	ECS Scrutiny Panel As appropriate
14	SCST to reduce the number of agency staff. 85% of staff in the hubs were permanent; this would continue to be monitored and reported to the Education and Children's Services Scrutiny Panel.	SCST	ECS Scrutiny Panel Ongoing
14	**Resolved:** 1. That SCST's Recruitment Manager revisit the files of potential foster carers which had lapsed to investigate their future recruitment.	SCST	ECS Scrutiny Panel As appropriate

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 8th December 2016

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

WARD(S): All

PART I
FOR DECISION

PROPOSED NEW CO-OPTED MEMBER – SLOUGH YOUTH PARLIAMENT

1 Purpose of Report

This report seeks approval for the appointment of a non-voting co-opted member to the Education and Children's Services Scrutiny Panel. This member is Hamzah Ahmed who will be representing the Slough Youth Parliament if appointed.

2 Recommendations

That Hamzah Ahmed be appointed, as the Slough Youth Parliament representative, to the Education and Children's Services Scrutiny Panel as a non-voting co-opted member.

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 Education and Children's Services Scrutiny Panel is part of the scrutiny system at Slough Borough Council (SBC), which meets 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 Panel reflects the following priority of the Five Year Plan:

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

3.3 Overview and Scrutiny is a process by which decision-makers are accountable to local people, via their elected representatives for improving outcomes relating to all priorities for the Borough and its residents. Scrutiny seeks to influence those who make decisions by considering the major issues affecting the Borough and making recommendations about how services can be improved.

4 Legal, Human Rights and Other Implications

(a) Financial

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

(b) Risk Management

There are no specific risks associated with this report.

(c) Human Rights Act and Other Legal Implications

The Local Government Act 2000 (Section 21 Subsection 10) stipulates that "an overview and scrutiny committee of a local authority… may include persons who are not members of the authority, but… any such persons are not entitled to vote at any meeting of such a committee". As a result, the proposal is for Hamzah Ahmed to be appointed as a non-voting co-opted member.

(d) Equalities Impact Assessment

There is no identified need for the completion of an EIA in relation to this report.

5. Supporting Information

5.1 Further to the legislation mentioned in section 4c of this report, SBC's Constitution Part 4.5 (Sections 3.1 – 3.2) allows for all four scrutiny committees to appoint up to six non-voting co-opted members. These do not include the voting co-opted members who represent education, whose position is not affected by the proposal.

5.2 The Constitution also specifies that the relevant Panel making the appointment must take a vote on the nominated individual. This vote should bear in mind "the positive input an individual or organisation may make to the scrutiny process". Given this, Hamzah Ahmed has been nominated as a representative of the Slough Youth Parliament.

5.3 Slough's Youth Parliament has been established in order to give young people in Slough the ability to influence and be involved in decision making in the town. The Youth Parliament represents 11-19 year olds from across Slough, and includes members from underrepresented groups. As a result, the creation of a position on the Education and Children's Services Scrutiny Panel would be consistent with this objective.

5.4 The Slough Youth Parliament has just completed its first year of operation. In this short time, it has completed its constitution and designed a manifesto and also become active on the local and national stage. Having undertaken work on increasing youth participation in the Make Your Mark scheme (from 6% in 2014 to 67% in 2016, the second best turnout in the UK) and campaigned on lowering the voting age to 16, it has proved its efficacy in having an impact on the debate. It has also made recommendations to the Wellbeing Board regarding mental health amongst young people and a curriculum to prepare young people for life.

5.5 In addition, members of the Youth Parliament are already integrated into local decision-making. Holding seats on a variety of strategic groups (e.g. The Children and Young People's Partnership Board and Safer Slough Partnership), the appointment of Hamzah Ahmed to the Education and Children's Services Scrutiny Panel would bolster the voice of those affected by SBC's actions in the policy area.

5.6 In terms of the individual being nominated, Hamzah Ahmed has been elected by other youth delegates as Slough's first representative to the UK Youth Parliament. Having promoted Slough Youth Parliament's campaigns on a national platform, he has also met with senior politicians and lead a debate in the House of Commons. These experiences will allow him to contribute in an effective fashion to the Panel's meetings.

5.7 Given the nature of Slough Youth Parliament's remit, the individual nominated in this case will be time limited. However, the Panel is also asked to make the appointment an on-going one, with Hamzah Ahmed to be replaced by a suitable nominee once he requires replacement.

6. Comments of Other Committees

This report is not being considered by any other committees. However, should the proposal be accepted then notification will be given to the Overview and Scrutiny Committee.

7. Conclusion

The appointment of Hamzah Ahmed to the Education and Children's Services Panel will increase the diversity of viewpoints included in the Panel's membership. It will also support the aim of ensuring that the voice of service users is central in improving local provision.

8. Background Papers

Slough Youth Parliament – First Year Report.

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Slough Children's Services Trust www.scstrust.co.uk

SLOUGH JOINT DELIVERY PLAN
Cover Sheet

Report to:	Education & Children's Services Scrutiny Panel
Date:	8 December 2016
Author:	Jo Moxon (Interim Director of Children's Services) Nicola Clemo (Chief Executive, SCST)

1 Purpose of Report

1.1 To outline the key actions that Slough Borough Council and Slough Children's Services Trust have taken, and will be taking, to deliver the improvements required in the services. This delivery plan has been approved by Ofsted, following the publication of Ofsted inspection of services for children in need of help and protection, children looked after and care leavers in February 2016.

2 Recommendations

2.1 That the Education & Children's Services Scrutiny Panel:

a) note the progress being made to deliver the Joint Delivery Plan; and

b) consider the areas within the Joint Delivery Plan where Members require further information to assess impact of the improvements on children and young people in Slough.

SLOUGH JOINT DELIVERY PLAN

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2.1 That the Education & Children's Services Scrutiny Panel:

a) note the progress being made to deliver the Joint Delivery Plan; and

b) consider the areas within the Joint Delivery Plan where Members require further information to assess the impact of the improvements on children and young people in Slough.

3 Background

3.1 The four week inspection of services for children in need of help and protection, children looked after and care leavers took place in November and December 2015. Services delivered by Slough Borough Council and the Slough Children's Services Trust were within the scope of the inspection.

3.2 The full Ofsted report was published on the 17 February 2016. The report found children's services in Slough to be 'inadequate'.

- Services for children in need of help and protection – inadequate
- Children looked after and achieving permanence – inadequate
- Adoption performance – requires improvement
- Experiences and progress of care leavers – inadequate
- Leadership, management and governance – inadequate

3.3 Following the inspection report, the Council and the Trust collaborated to develop a joint delivery plan, focused on the Vision for Children's Services and the priorities for improvement demanded by the findings of the inspection.

4 Governance

4.1 The Plan is a joint plan, with lead officers for activities identified from within both the Trust and council, and the two organisations are working together, along with partners, to deliver the improved services that our children and young people require and deserve.

4.2 In order to ensure that these improvements are taken forward and having a positive impact on the lives of our vulnerable children, the council and Trust have set up a Joint Improvement Board (terms of reference are attached as Appendix A) to oversee, and take ownership of, the activity to deliver the improvements required.

5 Joint Delivery Plan

5.1 The Joint Delivery Plan has been developed in line with four key themes:

- **Improving Quality** – improving the quality of social work and safeguarding practice in Slough
- **Improving Learning** – establishing a learning culture, ensuring knowledge is shared in order to improve practice and result in a continuous improvement
- **Improving Information** – improving the quality and availability of information for staff, partners and communities to underpin the other three themes of improvement
- **Improving Workforce** – ensuring there is a stable workforce and leadership team in place to deliver good outcomes for children and families and to drive the programme of change and culture of continuous improvement

5.2 The full Joint Delivery Plan is attached as Appendix B. The priorities for the first six months of the Delivery Plan have been improving the quality of practice, particularly in terms of the front door to ensure that the right children and young people are coming into the system and being supported.

5.3 Key activity has included:

- the introduction of a new social work model, Safe, Secure and Successful within the Trust;
- the establishment of the MASH;
- a strengthened response to those at risk of, or experiencing, child sexual exploitation;
- stabilising the workforce, with 80% of social workers located within the Hubs that have gone live being permanent. Ensuring a safe transition to the new social work model through the use of high quality agency staff, above establishment;
- appointing a permanent Virtual School Head and ensuring that 100% of Slough's looked after children have a Personal Education Plan;
- being selected as one of three local authority areas to be in the first cohort (involving 32 practitioners) of systemic training by the Centre for Social Work Practice;
- developing a suite of corporate parenting documents setting out our promises to our looked after children and care leavers, and the establishment of a new Joint Parenting Board to oversee the delivery of these promises; and

- working with our contractual partners to improve the quantity and quality of work experience, apprenticeships and other training opportunities for looked after children and care leavers.

5.4 Whilst completing the actions set out in the Joint Delivery Plan is important, it is vital that we understand the impact that they are having on the experiences of the borough's vulnerable children and young people. The Joint Improvement Board is setting up an Impact Programme to begin the process of gathering evidence to assess how the work that has been done impacts on the outcomes for children and young people.

5.5 Using evidence from performance data, audit (cases and themed), feedback from children and young people, foster carers, adopters, social workers, partners and the Ofsted monitoring visits, the Joint Improvement Board aims to build up a picture improvements being made.

6 Ofsted Monitoring Visits

6.1 Ofsted are undertaking quarterly monitoring visits to local authorities that are judged to be inadequate as a result of an inspection. The purpose of the monitoring visits is to ensure continued progress is made against the Ofsted recommendations and to support ongoing improvement activity.

6.2 The first visit to Slough took place on 2-3 November 2016, focusing on our early response to risk within families, looking at the application of the threshold and how cases progress, including how well children at risk of CSE are assessed and help.

6.3 Ofsted will produce a letter as a result of the monitoring visit which will be a short two page summary of their visit. The letter will be published on 2 December 2016.

7 Role of Scrutiny

7.1 The Impact Programme would benefit from constructive external scrutiny to ensure that the expected improvements in service provision are supporting better outcomes for vulnerable children and young people. This can be done through themed scrutiny reports looking at individual pieces of work within the overall Joint Delivery Plan, such as corporate parenting, housing, or CSE.

8 Conclusion

8.1 The report sets out the key activity undertaken to date in order to deliver improvements in the services provided to Slough's vulnerable children and young people.

9 Appendices

A - Joint Improvement Board Terms of Reference
B - Slough Ofsted Delivery Plan

10 Background Papers

1 - Ofsted Report: Slough Borough Council. Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board (4 November – 17 December 2015)

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Slough Borough Council & Slough Children's Services Trust Joint Improvement Board

Terms of Reference

Purpose

To develop and oversee the delivery of the Ofsted delivery plan to address the feedback and areas of concern identified through the Ofsted Report in February 2016. This delivery plan will incorporate the recommendations made within the Ofsted report and other areas for development identified locally. To ensure that standards in practice are driven up through the improvement process and meet the requirements to be graded as 'good' as set out in the Ofsted inspection framework.

Membership

Amardip Healy	Head of Legal Services (Chair)	SBC
Cllr Sabia Hussain	Commissioner for Children's Services	
Jo Moxon	Interim Director of Children's Services	
Rodney D'Costa	Head of Children's Partnerships	
Nicola Clemo	Chief Executive (Vice Chair)	SCST
Eric de Mello	Head of Operations	
Shelley LaRose	Head of Youth Offending Team	
Sandra Davies	Head of Performance and Quality Assurance	
Karin Courtman	Interim Head of Service Improvement	
Jackie Pape	Head of Family Placement Services	
Matt Marsden	Finance Director	
Liz Railton	Non-Executive Director	
Sarah Forsyth	Improvement Manager	SBC/SCST
Debbie Hartrick	Designated Nurse for Safeguarding Adults and Children	NHS (CCG)
Lucy Cooke		NHS (BHFT)
Gavin Wong	LPA Commander	TVP
Nick Georgiou	Chair	LSCB
TBC	Head Teacher	Schools

In attendance

Eleanor Brazil	Children's Commissioner	DfE
Sophie Hume- Wright	Local Authority Performance and Intervention	

To receive minutes

Roger Parkin	Interim Chief Executive (Chair)	SBC
Cllr Sohail Munawar	Leader	
Elaine Simpson	Chair	SCST

Detailed Objectives

The specific objectives of the Improvement Board are

- To engage the full range of stakeholders in identifying the best way to tackle the areas of weakness identified
- To develop clear actions to address these weaknesses and to commission this work
- To build on the existing strengths of services and to support the improvement of the quality of practice through the ongoing transformation of the social care model in Slough
- To approve reports of actions complete or to request further action or analysis
- To communicate effectively with all teams, partner organisations and other stakeholders
- To facilitate external oversight and transparency of the improvement process

Accountabilities & Governance

The Improvement Board will be accountable to the Slough Borough Council Cabinet and the Slough Children's Services Trust Board.

Frequency

The Improvement Board will meet for two hours on the third Monday of every month.

Preparation of agenda, minutes and reporting

- The Delivery Plan will be a standing item and the Improvement Manager (to be appointed) will provide a progress report to accompany it.
- The Improvement Manager will have responsibility to agree the agenda with the chair of the Board and arrange for appropriate reports to be provided to the Board for approval or further action.

Membership Revised : 22 November 2016

Appendix B

Slough Ofsted Joint Delivery Plan

1) Improving Quality – Improving the quality of social work and safeguarding practice in Slough					
Ofsted Rec.	**Actions**	**Lead**	**Timescale**	**Progress**	**Impact / Outcome**
Safeguarding					
OR 1	Develop a Multi Agency Referral Hub for sharing information and making decisions about children.	SCST	COMPLETED	The MASH was officially launched in September 2016.	The MASH will provide effective triage and screening and facilitate timely decision making for safeguarding children. Support will be provided at the appropriate level of need. Early intervention will reduce the number of referrals to social care.
OR2	Develop clear step up and step down guidance across the range of levels of need (linked to threshold document)	SCST	COMPLETED	The step up and step down guidance was issued and aligned with the new Social Work model and introduction of the MASH.	Children, young people and families will continue to receive support as they progress in or out of social care. Measure of this will be a reduction in the rate of re-referral to social care at a later stage.
OR 1	Revise the LSCB Threshold Document. Roll out to all partners to ensure it is clear	LSCB	COMPLETED	The revised Threshold Document was agreed in May 2016, and rolled out to all LSCB partners and made	Threshold document remains up to date and reflects the range of needs / indicators of

	and well understood.			available on the website.	children and young people in Slough. Partners will have a clear and shared understanding of thresholds. Tool will aid practitioners when considering whether to make a referral to statutory services, or undertake an early help assessment.
OR 2	Revise Referral and Assessment Policy to reflect new processes. (as per Working Together 2015) and ensure all partners are aware of the process.	SCST	COMPLETED	New Pathway shared with SCSB and rolled out to partners. SCST Hub Induction process provides relevant information to all children social care staff.	Partners will have a clear understanding of how to make a referral and what happens once a referral is accepted. .
OR 3	Review current process for strategy meetings and ensure all social workers are following agreed process and partners fully engage in meetings.	SCST	COMPLETED	Strategy meetings are taking place and are being audited on a regular basis to determine their effectiveness.	Strategy meetings are carried out in line with procedures and partners are fully engaged. Audit activity will provide evidence of impact.
OR 13	Strengthen the role of the Independent Reviewing Officers to ensure they provide robust monitoring and challenge and escalate concerns where necessary.	SCST	December 2016	IRO Standards document completed and currently being taken through Trust governance process. Increased number of permanent IROs within the Safeguarding & Quality Assurance Service (SCST), providing a more stable workforce.	IRO role provides effective challenge and ensures the voice of the child is central to planning and decision making. An increase in effective IRO challenge lead to positive outcomes for children and young people in care.

					A record of any challenges made will be kept and reported through the annual IRO report and audit activity will provide evidence of impact.
OR 13	Strengthen the role of the Child Protection Chairs to ensure they provide robust monitoring and challenge and escalate concerns where necessary.	SCST	COMPLETED	Child Protection Conference Standards are in place and training has been undertaken.	Child Protection Conference process is clear and easily understood by all and outcomes for the child remain central to decision making. All partner agencies contribute effectively to the conference process. Families are clear about the conference and the expectations of them as a result of a plan being made. Chair is able to effectively challenge and ensure plans are implemented to safeguard children.
Care Leavers					
OR 6 / 22	Establish a stand alone Care Leavers Service that enables case loads to be allocated and individuals to be tracked more effectively.	SCST	January 2017	The Care Leavers Services was established within the new social work model, and is currently staffed by agency staff. Seven new permanent staff have been recruited and are due to take up their new	Planning for transition will be improved and Care Leavers will have the appropriate level of support and outcomes will be clearly tracked.

				roles in January 2017.	
OR 5	Review the current Pathway Plan format in response to views expressed by young people.	SCST	COMPLETED	Needs assessment and Pathway Plans have been revised to make them shorter and more accessible and are being used.	% of Care Leavers with good quality pathway plans.
OR 5	Provide targeted support to looked after children and care leavers to remain in employment, education or training, and ensure effective communication between Young People's Services and the Care Leavers Service	SBC	November 2017	The multi-agency care leavers panel has resulted in good, proactive partnership working on the NEET agenda. A joint initiative between SBC's Young People's Service and the Virtual School has resulted in young people in Years 8 and 11 receiving additional support in relation to information, advice and guidance about careers and aspirations.	% of care leavers who are EET (target in line or better than national average) Number of looked after children and care leavers employed within SBC or with contractual partners. Survey of Care Leavers to assess whether they feel they have received timely, good quality advice and guidance regarding employment, education and employment
OR 5	Develop a strategy that provides employment and training opportunities for looked after children and care leavers within the council, ensuring all Directorates contribute.	SBC	tbc	SBC have approached a number of contractual partners and engaged them in discussions with SCST to improve access to apprenticeship and training opportunities for looked after children and care leavers. SBC is currently looking to develop a full Strategy setting out its approach and aims providing apprenticeship and training opportunities for looked after children and care leavers.	Number of looked after children and care leavers employed within SBC or with contractual partners.

OR20	Where 'staying put' arrangements are not an option, provide appropriate and timely accommodation for care leavers: a) Transition b) Permanent	SBC	April 2017	The draft Housing Strategy establishes the council's commitment to ensuring an adequate supply of suitable accommodation for care leavers. Work is being done to establish the accommodation needs of care leavers, which can then inform options for increasing the council's capacity to offer varied provision, to meet individual needs.	% of care leavers considered to be in suitable accommodation Number of care leavers who have been offered a permanent tenancy over the last 3 years Survey of Care Leavers to assess whether they feel safe in their accommodation Improved quality of accommodation offered to looked after children and care leavers both transitional and permanent Increased scope and variation of permanent accommodation options. An increase in council's capacity for offering shared accommodation to care leavers, with floating support, including private landlord arrangements
Children Looked after					
OR 4	Review and develop targeted multi-agency edge of care support, including ensuring that children/young people who return home are provided with appropriate support.	SCST	March 2017	New approach being developed to provide a more robust approach to edge of care support.	Children and young people are supported to remain in the family home and prevented from coming into care, where care is required this is for the shortest time based on

					individual needs. Children and young people returning from care have planned return home
OR 20	Implement the LAC Sufficiency Strategy	SCST	COMPLETED	LAC Sufficiency strategy is completed and published.	Children and young people looked after are tracked more effectively and decisions on placement moves are made in a regular planned forum. Placement stability will improve and where placement changes are required these will be considered by a panel. % of children in stable placements.
OR 20	Develop a Marketing and Recruitment strategy to increase the number of Slough Foster Carers	SCST	November 2017	Significant progress has been made in recruiting foster carers, with 18 currently working through the recruitment process. A key, ongoing challenge, is retention.	Slough will have enough foster carers and reduce the number of children placed out of the borough.
OR 20	Revise and implement the Staying Put Policy	SCST	COMPLETED	The Policy has been agreed, and all templates and procedures updated to reflect the new Policy.	Policy clear and understood and option for care leavers to remain in placement beyond 18th Birthday.
Early Help					

OR 9	Early Help Strategy to be developed with key partners, including the Slough Children's Trust.	SBC	tbc	Planning for the development of a partnership Early Help Strategy is underway, with the implementation of a supporting partnership structure being established.	The Early Help Strategy will include an agreed partnership score card to monitor the effectiveness of Early Help The Early Help Strategy clearly defines thresholds, pathways and the coordination of the early help offer. Performance monitoring shows that thresholds are being correctly applied and families receive the support they need at the right time.
OR 9	Review the model for early help to ensure early help is aligned with the wider changes to the social work model.	SCST	COMPLETED	New early help model established within the new social work model, Safe, Secure, Successful.	Children and families will be supported at the earliest opportunity. % reduction in referrals to social care.
	Corporate Parenting				
OR 10	Revised Pledge to Looked After Children	SBC	COMPLETED	Revised Pledge developed and signed off at Cabinet (11 April) and full Council (18 April).	<u>Corporate Parenting Scorecard</u> Looked After children and Care Leavers report that the Pledge is making a difference The scorecard shows improved outcomes for looked after children and care leavers
OR 10	Revise Corporate Parenting Strategy and action plan, ensuring the strategy and ongoing work incorporates the voice of young people's voice.	SBC	COMPLETED	Revised Corporate Parenting Strategy and action plan approved by Cabinet on the 26th June 2016.	
OR 10	Deliver Corporate Parenting Action Plan	SBC	April 2017	Action plan approved by Cabinet on	

				the 26th June 2016.	The corporate parenting board is judged to be effective in meeting its responsibilities Annual survey of looked after children and care leavers asking if they feel we have kept our promises to them
OR 10	Develop Corporate Parenting scorecard	SBC	COMPLETED	Corporate Parenting Performance Framework agreed (September 2016).	
OR 11	Review terms of reference of Corporate Parenting Panel	SBC	COMPLETED	Terms of Reference for new Joint Parenting Panel agreed and new Panel established, with first meeting due to take place on 14 December 2016.	
Child Sexual Exploitation					
OR 15	Continued development of work to ensure that CSE is well understood and action is being taken to address concerns where CSE has been identified as a risk.	SCSB	November 2017	Mandatory bite size CSE awareness delivered to all SCST staff. CSE training plan is in place, with intermediate level training (incorporating the use of the CSE screening tool) in place, and specialist advanced training commissioned from external provider.	CSE is recognised and clearly understood across all partner agencies. All partner work together to address CSE and reduce risks. Effective multi-agency response where CSE has been identified as a risk factor.
OR 16	Develop a clear multi-agency policy on the management of children who go missing from school, care or home.	SCST	COMPLETED	Policy on children missing from care, school or home has been agreed by the SCSB.	Policy in place and clearly understood by partners. Episodes of children missing are regularly monitored and return home interviews are undertaken.

OR 15	Continue to monitor the effectiveness and impact of the overarching CSE Strategy and that all partners are fully engaged.	SCSB	November 2017	CSE Strategy developed and agreed by the SCSB. CSE Strategy Group in place to monitor the ongoing impact of the strategy. SEMRAC (operational CSE group) in place to monitor individual children and young people who may be at risk of CSE.	CSE strategy provides a clear framework to monitor impact of CSE awareness and actions taken to tackle CSE and protect children and young people. CSE strategy group is able to take action where ongoing risks / issues are identified as a result of monitoring. Individual case records will provide evidence of interventions and support. Children and young people at risk of CSE are identified and appropriate action is taken to continue to safeguard and reduce risk factors.
OR 17	Embed the use of the CSE Risk Assessment Tool across the SCS Trust and with partners.	SCST	November 2017	Information on CSE and the risk assessment tool are included in the new LSCB threshold document. CSE Coordinator (Operations) - continuing to support practitioners and monitor use of CSE tool. A clear training plan is in place which will incorporate training on the use of the CSE screening tool.	Children and young people at risk of CSE have their needs appropriately assessed and support is provided to minimise risks and promote safety. Audit of cases will demonstrate use of tool and impact.

	Commissioning				
OR 18	Agree transfer of commissioning resource from SBC to the SCS Trust	SBC	COMPLETED	Arrangements agreed. TUPE process completed. Resource transferred to SCST	Slough Children's Services Trust have the resources to be effective commissioners
OR 18	Develop SCS Trust Commissioning strategy	SCST	November 2016	Drafted and being prepared for sign off.	Commissioning on behalf of the Trust is effective, secures high quality provision and delivery of value for money.
OR 19	Commission advocacy services and embed use of advocacy across the Trust	SCST	COMPLETED	A new contract has been awarded to NYAS to provide: • all out of borough Return Home Interviews for missing looked after children; and • advocates and independent visitors. Additional activity is taking place to gather the voice of the child through consultations and supporting the ReachOut! Group.	Number of children and young people who feel they have been provided with the right level and type of support to enable them to express their views and inform their care planning.
Virtual School					
OR 21	Implement Virtual School Improvement Plan	SCST	November 2017	An experienced Virtual School Head appointed (June 2016). Key activity includes: • attachment training; • Welfare Call chosen to	Virtual School in place and providing effective support to children and young people. Educational outcomes for vulnerable groups will be monitored and support offered

				• monitor attendance; • governing body, professionals and designated teachers meetings set up for the academic year; • activity days in Oxford and at Haybrook with children in care; • regular Foster Carer Drop Ins; and • ePEP training delivered to adopters.	where this is needed. Attendance will be monitored and action taken to support children and young people with low attendance. Educational outcomes for vulnerable groups will improve.
Learning Difficulty / Disability					
OR 5	Develop a Transition Strategy for young people with LDD moving into adult services	SBC	December 2016	Transition Strategy being revised and prepared for sign off.	Transition Strategy in place, supporting young people with LDD in transitioning from children to adult services. Feedback from young people moving into adult services report the transition arrangements have met their needs

2) Improving Learning – Establishing a learning culture, ensuring knowledge is shared in order to improve practice and result in a continuous improvement					
Ofsted rec.	**Actions**	**Lead**	**Timescale**	**Progress**	**Impact / Outcomes**
OR 5	Ensure that all assessments contain clear evidence of the views of the child or young person/ family and this informs actions and plans.	SCST	November 2017	Managers have oversight of the work of social workers within their teams. Improvement work has focused on the quality of assessments, with all assessments overseen to ensure they include the child's views. Regular audit activity is being undertaken to determine the quality and impact of these actions on the quality of analysis and assessments. Online consultation form has been developed for children in care to complete prior to a LAC review. The Hub induction programme includes a toolkit focusing on direct work and seeking the views of children and young people.	The voice of the child is clear, recorded and transparent in all assessment work. Regular audit activity will determine the quality and impact of this action.
OR 10	Participation strategy to focus on increasing opportunities for active participation of children and young people, to include further development of the Voice of the Child and a Care Leavers Focus Group.	SCST	COMPLETED	An action plan was developed to support and improve the participation of young people looked after and care leavers. A Reach Out Speak Out Helpline was launched in March 2016, providing an additional opportunity for young people to raise any concerns. Care Leavers Forum was launched in	Clear systems in place to enable children and young people in care and Care Leavers to express their views. Child Participation Officer, IRO, Social Workers and regular audit will provide evidence of the

				June 2016. The Participation Officer and Head of Service (SCST) meet with young people to talk to them about the Care Leavers Forum. Care Ambassadors have been/and are being recruited.	participation.
OR 14	Revise complaints procedure and implement across the Trust.	SCST	COMPLETED	The statutory complaints procedure has been revised and implemented. A programme of Complaints Training has been implemented for all staff.	Complaints procedure is clear and understood. It is accessible to children, young people and families and staff within the Trust. Staff across the Trust will be proactive when receiving complaints and there will be a reduction in complaints at stage 2.
OR 14	Ensure learning from complaints is embedded and continues to inform ongoing improvement of the Trust.	SCST	November 2017	The Joint Improvement Board will receive regular complaints information through its performance reports. Currently looking at how to improve the translation of messages from complaints into ongoing training and development for staff.	Learning points will be incorporated into ongoing training and development activity. Learning from complaints will be embedded as part of the quality assurance framework.
OR 14	Embed an audit programme across the Trust and ensure learning from audit informs improvement.	SCST	November 2017	The Quality Assurance Framework revised, and audit programme developed. Currently looking at how to improve the	Audits will be completed on a regular basis. Audit moderation will provide a

				translation of messages from audits into ongoing training and development for staff.	measure of the quality of audits. Learning points will be incorporated into ongoing training and development activity. .
OR 20	Address the concerns of Care Leavers who have stated they feel unsafe in accommodation.	SCST	November 2017	A Care Leavers Forum has been established to provide an opportunity for Care Leavers to meet together and express their views.	Care Leavers will feel that they have been able to express their views, that they have been listened to and that action has been taken as a result of their views.

3) Improving Information – Improving the quality and availability of information for staff, partners and communities to underpin the other 3 themes of improvement					
Ofsted rec.	**Actions**	**Lead**	**Timescale**	**Progress**	**Impact / Outcome**
OR 1	Continued focus on monitoring core social work activity through effective performance monitoring.	SCST	November 2017	Weekly performance reports are circulated to Heads of Service and Managers, a regular “steady state” meeting addresses data quality and recording issues. A weekly Management Overview report has been developed and is considered by SMT in its regular weekly meeting. A monthly Performance Board has been established and will continue to develop and mature. KPI reporting has been established for monitoring contract with Slough Borough Council, and targets are currently being	Performance culture embedded at all levels of work across the Trust. Management information is used to challenge practice and effect improvements in systems, process and practice. Managers are able to account for performance in their areas of responsibility and work with others to address ongoing performance management.

				established. The Joint Improvement Board receive regular performance data, audit reports and information on complaints/compliments.	
OR 1	Further development of ICS and other related recording systems to support accurate and timely reporting.	SCST	November 2017	A series of ICS workshops were held to determine any changes required in the system to support recording and reporting activity.	IT systems are fit for purpose and are used effectively by Social Workers and other Trust professionals.
	Improve functionality of JSNA	SBC	COMPLETED	The JSNA was refreshed immediately following the inspection pending a full review. An infographic summary of JSNA was developed and published on SBC website.	JSNA contains good quality, strategic information that is easily accessible JSNA used to inform decision making and service development

4) Improving Workforce – Ensuring there is a stable workforce and leadership team in place to deliver good outcomes for children and families and to drive the programme of change and culture of continuous improvement					
Ofsted rec.	**Actions**	**Lead**	**Timescale**	**Progress**	**Impact / Outcomes**
OR 8	Develop and implement SCS Trust Workforce strategy	SCST	November 2016	Document is developed in draft and will be scrutinised and agreed by the Trust Board.	Clear strategy in place to steer ongoing development
OR 8	Implement new Social Work model following comprehensive consultation	SCST	March 2017	Phased implementation of new social work model underway, with a comprehensive induction programme to ensure a safe transition.	Impact of Hubs will be monitored by SMT and Trust Board. DfE evaluation will provide

					evidence of impact.
OR 7	Provide training to staff on life story work and later life letters.	SCST	COMPLETED	Bespoke training undertaken and Life Story post recruited to.	Children who are adopted will have a high quality record of their life in future years.
OR 8	Revisit a set of core skills for social workers and provide training / development to raise standards.	SCST	November 2017	Shortlisting for social work staff is informed by the Professional Capabilities Framework. Career Mapping interviews ongoing with workforce, and training needs analysis being undertaken with teams across SCST Information received from audits informing training needs, and new appraisal process implemented. Behaviours and Values policy completed with input from Trust staff.	Social workers have the required skills and knowledge to perform their role. Quality of practice will improve and will be evidenced through case file audit. Appraisals will be monitored and will inform professional development and training activity. HR and management audit of staff performance and appraisals
OR 14	Implement regular audit of supervision to include quality, frequency, actions identified and followed up, management decisions on case files and critical reflection.	SCST	COMPLETED November 2017	Head of Improvement has been undertaking some coaching and development work with a group of Practice Managers. Quality of supervision and management oversight is an area of focus on the revised case file audit tool. Supervision policy in development. Audits of case files is ongoing, which includes the quality of supervision.	Supervision provides managers and social workers with the framework to discuss cases, use reflection to inform thinking and decision making and seek management agreement / direction on cases.

Annex 1 Ofsted Recommendations

1. In line with longstanding plans, develop and embed a genuinely multi-agency response to concerns about children. This should be rooted in clear and up-to-date threshold guidance rolled out across the partnership and regularly reviewed in conjunction with the LSCB.

2. Ensure that contingency arrangements and escalation processes are reviewed, monitored and understood at all levels of need and concern. This should include thresholds for step up and step down arrangements.

3. Ensure that all children and young people at risk of significant harm benefit from strategy discussions and meetings that meet minimum statutory requirements.

4. Improve the coordination and quality of support offered to children and young people on the edge of care and returning home from care.

5. Ensure that assessments, care plans and pathway plans for children looked after and care leavers are up to date, relevant to the individual child or young person and based on a thorough analysis of children and young people's needs and aspirations so that consequent action planning is effective.

6. Significantly improve the quality and regularity of contact with and support for care leavers, ensuring that managers oversee the frequency, quality and impact of contact effectively.

7. Ensure that staff have the knowledge and capacity to complete good-quality and timely life story work and letters for later life.

8. Through ambitious and innovative means, prioritise the establishment of a stable and skilled permanent workforce.

9. Evaluate the quality and effectiveness of early help processes and services to inform and improve future planning and service delivery.

10. Revise the corporate parenting strategy to ensure that it sets out a clear vision and process for improving outcomes for children looked after and care leavers.

11. Review the terms of reference of the corporate parenting panel to ensure that it includes wider partner representation and provides rigorous scrutiny and challenge.

12. Broaden the range of children and young people who participate in the CiCC and create a care leavers' focus group. Embed consultation processes systematically across the service.

13. Strengthen and monitor the effectiveness of the role of IROs in challenging and escalating concerns about children's plans.

14. Ensure that learning from complaints, audits and other sources is used effectively to influence service development.

15. With key partners, take decisive action to ensure that the local extent of child sexual exploitation is known and understood and that intelligence information is used proactively to inform risk management and disruption activities.

16. Be tenacious about ensuring that all children who go missing from home or care are offered a timely return home interview that properly explores and addresses risk and need.

17. Take urgent steps to ensure that all children who are identified as being at risk of going missing or being sexually exploited are subject to a risk assessment and are offered responsive and appropriate help.

18. Finalise, as a matter of urgency, which body is responsible for commissioning individual functions and services.

19. Ensure that children and young people have access to an advocacy service that enables the children and young people to express their views, particularly in important meetings about them.

20. Review the range and quality of accommodation for children looked after and care leavers, including staying put arrangements.

21. Improve the educational support provided to children looked after and strengthen significantly all services offered by the virtual school.

22. Review the effectiveness and organisation of support to care leavers.

Appendix B

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 8th December 2016

CONTACT OFFICER: Philip Wright (Head of Learning and Community Services)

(For all enquiries) 01753 875541

WARD(S): All.

PART I
FOR CONSIDERATION & COMMENT

COMMUNITY LEARNING AND SKILLS SERVICE – 2015/16 PERFORMANCE REPORT AND JUNE 2016 OFSTED REPORT

1 Purpose of Report

This report provides:

1. A performance report on Adult Education and Apprenticeship 2015/16 delivery.
2. The outcome Judgements of the Ofsted inspection undertaken in June 2016.
3. Progress in implementing strategies in response to the areas identified by Ofsted requiring improvement.

2 Recommendation(s)/Proposed Action

The committee is requested to note and comment on:

1. The adult education and apprenticeship 2015/16 performance.
2. The results of the Adult and Community Learning Ofsted inspection carried out between 21st and 24th June 2016.
3. The progress being made in addressing the areas of improvement identified within the report.

3 The Slough Joint Wellbeing Strategy, JSNA and Five year Plan

The Community Learning and Skills Service contributes directly to the following strategies:

3a. Slough Joint Wellbeing strategy Priorities

Priority 1: Protecting Vulnerable Children through providing apprenticeship opportunities for Children leaving care.

3b. **Joint Strategic Needs Assessment (J.S.N.A.)**

Education and Skill Development: working with unemployed residents to increase their skill levels and support into employment.

3c. **Five Year Plan**

Outcome 1: Enabling partners to support residents to develop skills to meet local employers' needs.

4. **Other Implications**

(a) Financial

Funding to deliver adult education is primarily from an external grant from the Skills funding Agency. There are no financial implications specific to the recommendations in this report.

(b) Risk Management

There are no specific risks associated with this report

(c) Human Rights Act and Other Legal Implications

There are no Human Rights or other legal implications associated with this report.

(d) Equalities Impact Assessment.

There is no identified need for the completion of an EIA in relation to this report

5. **Supporting Information**

Background

5.1 In August 2012, a shared Community Learning and Skills Service was created between the Royal Borough of Windsor & Maidenhead and Slough, with Slough the accountable body to the Skills funding Agency.

5.2 The service reports to a shared management committee composed of two senior officers from each council, with Slough having 51% of the voting rights.

5.3 The service receives funding from the Skills funding Agency to deliver adult education and apprenticeship programmes. Apprenticeship programmes are delivered within Slough council and also in partnership with avarto.

5.4 Ofsted inspected the service between 21st and 24th June 2016 and judged the service's overall effectiveness as "requires improvement" with all subsidiary grades also being graded as "requires improvement" apart from the apprenticeships which were graded as "good".

5.5 The previous inspection grades for Slough were "good" (November 2010) and for Windsor and Maidenhead "requires improvement" (May 2012).

5.6 The service also produces an annual Self- Assessment report through which performance data is used to inform overall judgements. The 2015/16 performance data was not available at the June inspection.

Engagement and Performance.

Engagement

5.7 Table 1 indicates that the total number of engagements has decreased; this is partly due to the reduction of referrals from Job Centre Plus, reflecting the decrease in the levels of unemployment. Working with Job Centre Plus in Slough remains an important focus, the decline in engagement is also due to the reduction in the ability of the service to undertake outreach work in Slough.

Table 1: Service Wide Engagement.

Delivery year	Unique learners	Enrolments	% male	% disability
2014/15	3,945	6,219	28	16
2015/16	3,684	5,935	25	16
% difference	- **7 %**	**- 5%**	**- 3%**	**-**

Performance

a. **Qualification programmes**

5.8 Table 2 gives key service wide performance data relating to the delivery of qualification programmes with a strong focus on ESOL (English Speakers of Other Languages) , mathematics, English and ICT. These areas are core areas of the curriculum, supporting learners into employment. The service's main focus is on delivering qualifications to those of low level skills, with a decreasing emphasis on level 2 qualifications. 63% of the accredited delivery is in Slough, reflecting the demand to up skill low skilled residents.

Table 2 Qualifications by level

		Actual 2013/14	Actual 2014/15	Actuals 2015/16	% change	National 2013/14
Entry	Leavers	662	618	613	+5	
	Retention rates	98.5%	94.5%	93.1%	+1.4%	
	Pass (Achievement)	86.3%	83.4%	92.5%	+9.1%	
	Achievement	85.0%	78.8%	86.1%	+7.3%	85%
Level 1	Leavers	265	293	172	-121	
	Retention rates	94.7%	96.9%	96.5%	-0.4 %	
	Pass (Achievement)	90.0%	88.4%	91.0%	+2.6%	
	Achievement	85.3%	85.7%	87.8%	+2.1%	85.0%
Level 2	Leavers	279	136	67	-69	
	Retention rates	100%	99.3%	95.5%	-3.8%	
	Pass (Achievement)	93.5%	88.9%	98.4%	+9.5%	
	Achievement	93.5%	88.2%	94.0%	+5.8%	82.7%

5.9 Achievement rate across all levels have increased, entry level by 7.3%, level one by 2.1%, and level 2 by 5.8%, all of which are now above the 13/14 national provider average.

b. **Apprenticeships (Slough)**

Table 3:
Business Administrative Apprentices 16 to 18 years of age (level 2)

	2014/15	2015/16	Change
Started programme	23	23	-
Completed	22	21	+1
Achieved framework	17	16	-1
Retention	95.7%	91.3%	-4.4%
Pass	77.3%	76.2%	-1.1%
Achievement	73.9%	69.6%	-4.3%

5.10 2015/16 saw a decline in achievement levels of 4.3%, representing 7 apprentices not achieving their framework qualification, however of the seven, 3 gained employment, 3 went on to other education opportunities and only 1 remained out of education, training or employment who is now supported by Young Peoples' Services.

5.11 This current year (2016/17) has seen an increase in the number of apprentices to 36, 19 with Slough Borough Council, 14 with avarto and 3 with Slough Children's Trust. 26 are at level 2 and 10 at level 3.

c. **Community Learning (Slough)**

Table 4:
Performance data relating to Community Learning delivery in Slough

SLOUGH				
	2013/14 Actual	**2014/15** Actual	**2015/16** Actual	**Change 14/15-15/16**
Learners	2,380	1,624	1,519	-6%
Enrolments	2,939	2,328	2,222	-5%
Disability (%)	22.1%	18.7%	13.4%	-5.35
Male (%)	32.2%	22.2%	26.0%	+3.8%
White British/Irish (%)	29.9%	27.6%	26.3%	-1.3%
Black & Minority Ethnic (%)	70.1%	72.4%	73.7%	+1.3%
Retention (%)	95.3%	95.5%	90.7%	-4.8%
Pass (Achievement) (%)	99.1%	98.1%	99.8%	+1.7%
Achievement (Success) (%)	94.5%	93.7%	90.5%	-3.2%

5.12 The decline in numbers reflects the combined service data (table 1) The decline in retention from 95.5% to 90.7% is of concern, but could directly relate to learner gaining employment, further analysis is being undertaken during this year (2016/17) to identify the reasons why learners leave there courses, however those who complete their learning the 99.8% pass rate is very good. The increase in male learners, by 4% is also encouraging.

June 2016 Ofsted report.

5.13 Six Ofsted inspectors visited the service from 21st to 24th June 2016. Their main, but not sole focus was inspecting the non- accredited community learning delivery as well as the Apprenticeship Scheme, with a particular focus on the quality of teaching, learning and assessment.

5.14 The apprenticeship scheme was graded “good”, inspectors were particularly commentary about the range and level of support received by the apprentices *“apprentices who have arrange of learning difficulties and challenging person circumstances benefit from very good support provided by the apprenticeship coordinators, youth service support team, and their workplace managers. Young people previously looked after by the local authority receive particularly good support to ensure that they are successful”.*

5.15 Adult learning programmes were graded “requires improvement “as was all other contributory grades, leading to an overall effectiveness grade of “requires improvement”.

5.16 A copy of the full report can be found on the Ofsted web site www.gov.uk/find-ofsted-inspection- report. Ofsted identified three key strengths and identified four overarching areas that required improvement:

The strengths were:

- Learners from disadvantaged groups and those who have recently left care receive good support to achieve their goals, and apprentices receive excellent support to progress into employment.
- Strong partnerships ensure that learning programmes meet local, community and labour market needs effectively and mangers ensure that classes are well located and accessible for learners.
- All learners develop confidence and independent learning skills to make valuable contribution to their work places.

Ofsted identified the following areas that require improvement:

- Improve the consistency of the quality of teaching, learning and assessment by a more thorough approach to analysing the outcome of observations, using them to identify areas for improvement across the service, and encouraging the sharing of good practice.
- Ensure that all staff have appropriate English and mathematics skills themselves, and are clear about how to develop these skills in their learners
- Ensure that teachers make good use of initial assessment to set challenging targets , and are care about how to develop these skills in their learners, particularly in internally assessed
- Ensure that tutors understand the importance of increasing learners' knowledge around British values, diversity and radicalisation.

5.17 The service is putting in place a series of actions that will support managers in raising the quality of teaching, learning and assessment which include:

1. Strengthening the shared management committee, who have a role in monitoring the quality and service performance, through the appointment of an external "adult education adviser" to provide informed challenge and act as a "critical friend".
2. Managers have participated in a focused workshop facilitated by an HMI resulting in a series of actions which are being fed into the post Ofsted action plan.
3. Exploring working with the local college (graded good) and commissioning external expertise to support managers in quality assurance and training.
4. Undertaking a quality "health check" in the summer 2017 term to measure progress and to identify further work that is required to bring the service back up to "good".

5.18 A detailed Post Ofsted action plan has been devised in response to the improvements identified within the inspection report, this plan will also incorporate further improvements identified within the 2015/16 annual review. The action plan is monitored through the shared service management committee.

5.19 A summary of the key areas requiring improvement, actions being planned and progress made can be found in appendix A of this report.

8. Summary

8.1 The increase in the 2015/16 achievement rates is a positive trend, as is the "good" judgement obtained by the apprenticeship scheme. The need to focus on raising the quality of teaching, learning and assessment in non-accredited programmes is a clear focus that is reflected within the Post Ofsted inspection plan. Good progress is being made in responding to the areas requiring improvement.

9. Appendices

'A' - Community Learning and Skills Service
Post Ofsted Action Plan

10. Background papers

Ofsted report: Slough Borough Council, Adult and Community Learning 21st to 24th June 2016.

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Community Learning and Skills Service **Post Ofsted Action Plan (summary).** **Appendix A**

Key areas of improvement	Key Actions	Time scale	progress
Improve the consistency of the quality of teaching, learning and assessment by a more thorough approach to analysing the outcome of observations, using them to identify areas for improvement across the service, and encouraging the sharing of good practice.	1. Introduce themed "walk throughs" to gain an understanding of current practice, identify areas of improvement and plan additional levels of support to tutors, and to inform training. 2. External support to be commissioned to support and quality assure managers judgements through peer observe lessons in order to ensure consistency and level of indicative grading. 3. Plan and deliver formal lesson observations across all curriculum areas with peer support from external adviser. 4. Training and sharing of good practice workshops to be arranged and delivered. 5. Service wide quality health check to be undertaken to monitor progress, identify strengths and areas of development.	Commence September 2016 continue through to 31st July 2017. In place by 31st January 2017 Delivery spring and summer terms. Spring and summer terms By 31st July 2017	8 "walk throughs" undertaken with further planned for the autumn term. – area of development identified - inconsistent setting and measuring of SMART targets. Tender document drafted to go on the South East portal by mid-December. 6 joint observations planned for the spring term.
Ensure that all staff have appropriate English and mathematics skills themselves, and are clear about how to develop these skills in their learners	1. Undertake an audit of all staff English and maths qualifications. 2. Support tutors gain additional skills and or qualifications in order they are confident to embed these core skills into their teaching. 3. Policy and tutor guidelines to be written regarding the embedding of English and maths throughout the curriculum. 4. Training and sharing of good practice to support tutors in embedding maths across all curriculum areas.	By 31st December 2016. By 31st March 2017. By 1st December 2016. By 31st July 2016	Discussed at shared management committee, tutor forum, staff to be informed and offered support to upskill. Draft policy written and to be shared with tutor forum. Workshops to be planed for the spring term

Key areas of improvement	Key Actions	Time scale	progress
Ensure that teachers make good use of initial assessment to set challenging targets, and are clear about how to develop these skills in their learners, particularly in internally assessed classes.	1. Autumn "walk throughs" to check if challenging and measureable targets are set. 2. Managers and tutors to review the ILP (individual learning plan), make simpler and ensure captures, starting points, progress and achievement. 3. Lesson observations to capture how effective tutors capture assessment of learners progress and learning,	31st December 2016. 31st January 2107 31st July 2107	Audit of all classes to take place focusing on SMART and challenging targets set and attendance levels. Draft to be shared and revised at the January staff meeting to be implemented spring term.
Ensure that tutors understand the importance of increasing learners' knowledge around British values, diversity and radicalisation	1. Deliver training to all tutors. 2. Lesson observations include a focus on diversity, prevent 3. Prevent duty risk assessment to be undertaken ad action plan developed following assessment. 4. Provider contacts to be updated to include duties relating to PREVENT to include training and fully aware of how to report concerns. 5. Report to the spring meeting of the shared management committee relating to PREVENT duties.	31st December 2016 1st February 2017. 31st March 2017 1st April 2017	Two workshops delivered in the autumn term. Further training to be planned for spring term. Contracts have been updated and agenda item at small providers forum autumn meeting.

Other areas of focus include:

- **Safeguarding:** Strengthening of safeguarding policies and procedures including sub contractor reporting and closing the loop on cases logged by the service.
- **Achievement:** Increasing the ICT qualification achievement levels to be above the provider average and maintaining the ESOL and functional skills achievement levels.
- **Performance data:** to continue to focus on producing timely and robust performance data to understand performance levels and to take immediate actions to identify and rectify poor performance.

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 8th December 2016

CONTACT OFFICER: Jo Moxon, Interim Director of Children's Services

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PART I
FOR COMMENT & CONSIDERATION

UPDATE ON POST-CAMBRIDGE EDUCATION RESPONSIBILITIES FOR SCHOOLS

1. **Purpose of Report**

The report serves to provide information to members on the leadership and management of Education services returning to the Council from Cambridge Education from December 1st 2016.

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

The Committee is requested to note the report.

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

1. Protecting vulnerable children
3. Improving mental health and wellbeing

3b. **Five Year Plan Outcomes**

The delivery of the returning services will support the following outcomes:

- Slough will be one of the safest places in the Thames Valley
- Children and young people in Slough will be healthy, resilient and have positive life chances

4. **Other Implications**

(a) Financial

The return of services to the Council and the subsequent realignment structure will enable improved value for money and achieve some savings. The final outturn figures for contract Year 3 and overall contract will be available by the end of December 2016. The latest projections show that the expenditure on these services for both the final year and overall 3 year contract will be contained within the original approved budget.

The services transferred to the council will be delivered within the current budgets with a view to making savings in future years. Further details of any savings proposals will be presented as part of the current budget setting / MTFS process.

(b) Risk Management

Area of Responsibility	*Risk/Threat/Opportunity*	*Mitigation(s)*
Keeping Children Safe	*Schools and settings are not compliant with safeguarding, training, policy and procedure and fail to keep children safe.*	*The Council works closely with the SCST, the Safeguarding Board and education providers to monitor and support effective and compliant practice.*
Educational Excellence	*Settings, Schools and Academies fail to provide good and better education for Slough children and young people.*	*The Council operates according to a published policy and strategy to monitor education standards, challenge under-achievement and broker effective partnerships to sustain excellence.*
	The Council's arrangements for School Improvement fails to meet the requirements of the published framework for Ofsted Inspection and requires intervention.	*Service structure, strategies and governance are being reviewed. Inspection preparation group meets regularly and self evaluation documents and supporting information are in place.*

Advocacy for children with SEND and other vulnerable groups	*Vulnerable children in Slough fail to make adequate progress and gaps in attainment widen.*	*Strengthen service leadership and provision for SEND in partnership with the Trust. Increase challenge to schools and academies and improve sharing of best practice for vulnerable groups.*
	The area ofsted inspection of services for children with SEND finds provision to be inadequate, not compliant with the published framework and requiring intervention.	*Service structure, partnerships, strategies and governance are being reviewed. Inspection preparation group meets regularly and self evaluation documents and supporting information are in place.*

(c) Human Rights Act and Other Legal Implications

There are no Human Rights implications as the report is for information only.

(d) Equalities Impact Assessment

None required

(e) Workforce

Staff from Cambridgeshire Education have been transferred back into the Council, over the period 1st October (13 staff), 1st November (116 staff) and 1st December (16 staff). These staff have transferred into Slough Borough Council on their existing Cambridgeshire Education terms and conditions as required under the current legislation (Transfer of Undertakings (Protection of Employment) Regulations 2006 (SI 2006/246) (referred to as "TUPE" and the "TUPE regulations"). The TUPE regime underwent significant reform in 2014 and this has been reflected in the transfer process.

Staff were supported through the transfer by both Cambridgeshire Education/Mott McDonald and Slough Borough Council working together to achieve a smooth transfer.

Most contractual rights, powers, duties and liabilities, including terms such as pay, benefits and holiday entitlement, transfer to the new employer and the employer must apply those terms and conditions after the transfer. In due course a harmonisation exercise will follow where consideration of existing and new staff terms and conditions are reviewed.

There are some interim structures that have been agreed with staff to support the transfer back of the services to SBC. There are vacancies to some of the service areas which will need to be recruited to as soon as possible.

5. **Supporting Information**

The return of Education Services to the Council from December 1st 2016

5.1 It was decided in August that the services currently contracted to Cambridge Education would return to the Council by December 2016. A range of services have been contracted to Cambridge Education for the last 3 years. The decision to return services was based on achieving better value for money and the desire to strengthen the confidence in local delivery for Slough residents and partners, especially schools, children and families.

5.2 In order to manage the transfer efficiently the services were divided into groups (Lots):

Lot 1: Education Access and Inclusion Services
Lot 2: Early Years and Children's Centres and Education Business Support
Lot 3: School Improvement and Inclusive Learning Services

5.3 Initially, lot 2 was set to be transferred to the Slough Children's Services Trust. The decision was reversed by order of the DFE in September to enable the Council to take back Early Years provision, including 10 Children's Centres.

5.4 Project management teams were set up to include key officers from the Council and Cambridge Education to manage the TUPE arrangements for staff, finance planning and budget transfer and the seamless continuity of services. Progress was monitored regularly by the DCS and reported to the Lead Member and the Acting Chief Executive.

5.5 Lot 1: Access to Learning and Inclusion Services
The staff transferred back to Council employment on September 1st. There were no changes to location or line management.

5.6 Lot 2 : Early Years, Children's Centres and Education Business Support
Although the original plan was to transfer to SCST, the sudden changes to arrangements were well managed and the transfer was achieved by November 1st, including the registration for Ofsted responsibility of the Children's Centres. Although the service is carrying some key vacancies the Head of Service has worked with staff to ensure coverage. The suite of Children's Centres is due to be inspected by Ofsted in the near future as the provision currently requires improvement. Ofsted preparation has continued and is being reported to the DCS on a regular basis. The business support team for Education Services also transferred on November 1st.

5.7 Lot 3: School Improvement and Inclusive Learning Services
The most complex transfer was completed on December 1st 2016. The suite of services under school improvement includes the Educational Psychology service and a team of part-time independent education consultants who work with schools and academies. Service leadership in these areas has to be redefined as 3 key senior officers left their posts in September. The returning services require some realignment in order to be fit for purpose to meet the Council's statutory functions. Funding streams are being realigned in order to ensure coverage and appointments are needed to some new posts within the funding envelope.

Interim Leadership arrangements

5.8 The interim Director of Children, Learning and Skills (DCS) has created a workable management structure in order to ensure smooth transition and future planning and delivery of services. The team structure reflects the Council's statutory duties for Education Standards, Inclusion and the work with partners, including the DCST. (Appendix A). The new team meets regularly and, under the leadership of the interim DCS, service priorities, plans and strategies are being revised rapidly to embrace the Council's priorities and the evolving role of the Local Authority in Education. The new structure works in close partnership with the DCST, particularly in the areas of safeguarding and SEND as the services are shared between the two organisations and partners.

Council and DCST Statutory Education Functions

5.9 The DFE Publication 2015 'Educational Excellence Everywhere' and subsequent statements by the DFE determine the role of Local Authorities in a changing educational landscape. The return of services to the Council enables a new approach to statutory functions to be developed. Partnerships with Schools and Academies and the DCST are crucial in supporting our commitment to the following duties and responsibilities:

- Safeguarding children and young people in all settings, including schools and Academies
- Being the Champion of Educational excellence in all settings and for all children and young people, regardless of the nature and designations of the provision.
- Being the advocate for vulnerable children and their families in all contexts and settings, challenging inequality and underachievement on their behalf and administering the duties of the code of practice.
- Providing sufficient Early Years and School places, managing access to learning, admissions and a range of other statutory duties including the provision of a local syllabus for Religious Education via SACRE and monitoring the administration of tests and assessments.

Extending the Role of Elected Members

5.10 Members have an important role to place as the champions of excellence for all and as the advocates for vulnerable children. As leaders in their communities they represent the voice of children and families. Members should be well informed about education standards and quality of provision and can be very effective as school and academy governors.

Priorities for Development and Action:

5.11 The service plan on a page is included as Appendix B.

6. **Comments of Other Committees**

7. **Conclusion**

The return of services provides a welcome opportunity to embrace duties and forge new partnerships to deliver the Council aims and vision for children and young people.

8. **Appendices Attached**

‘A’ - Children, Learning and Skills Structure Chart

‘B’ - Service Priorities Plan on a Page

9. **Background Papers**

‘1’ - DFE Directions to the Council and the Trust

‘2’ - DFE Educational Excellence Everywhere 2015

Children, learning and skills structure chart

Jo Moxon

Director of children, learning and skills

Johnny Kyriacou

Education standards and inclusive learning

- Standards and effectiveness of schools, academies and post 16 settings
- Employability and EAIG inclusive learning and achievement SEND support services (EPS)
- SACRE
- Education safeguarding
- Governor support
- Music service
- Management of DSG funded consultants supporting schools
- Attainment of CIC in partnership with DCSR
- Statutory assessment monitoring
- Liaison with DFE and Ofsted

Direct reports:

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Business support manager

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Glinys Weller	01753 875504
Diana Osagie	01753 875504
Eithne Leming	01753 875504

Rachel Cartwright

Early years and development

- Early Years sufficiency and quality of provision in PVI sector, children's centres and schools
- Standards and effectiveness in EY settings
- Early help support in partnership with health and DCST
- SEND EY provision
- EYFS assessment monitoring

Direct reports:

Acting manager quality, care and learning

Sharon Lindsay	01753 476557

Senior co-ordinator operations

Marie-Claire Davern	07920 287676

Senior co-ordinator family learning

Donna Briggs	01753 476569

Senior co-ordinator multi-agency services

Anne Evans	01753 476588

Early Years Managers (Children's Centres)

Emma Briggs	
Penn Road	01753 574420
Wexham Road	01753 533543
Lin Meade	
Monksfield Way	01753 578691
Orchard Avenue	01628 661789
St Andrew's Way	01628 559085
Bella Dean	
Chalvey Grove	01753 574387
Elliman Avenue	01753 896688
Bernadette Kelly	
Yew Tree Road	01753 527571
Romsey Close	01753 540797
Vicarage Way	01753 684455

Tony Browne

Access and inclusion

- Attendance
- Children missing education (CME)
- Children in employment and entertainment licensing
- Elective home education
- Exclusions (prevention and placement of excluded pupils)
- Fair access, PEAR and behaviour panels
- Input to school places planning
- School admissions
- School catering
- School transport
- Data and information (Capita One & SIMs)
- Links with SCST on LAC, CSE, CME and serious case reviews

Direct reports:

Attendance team manager

Jeannette Walker	01753 875256

Admissions and transport manager

Ven Miller	01753 787667

Catering services project manager

Jo Ricketts	01753 875722

Systems and information manager

Paul Brotherton	01753 875744

Rodney D'Costa

Commissioning, partnership and performance

- Contracts and commissioning
- Client services
- Performance data and information management
- Partnerships and boards
- Service planning and performance monitoring
- Service related inspections

Direct reports:

Partnership and performance officers

To be confirmed

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Children, Learning & Skills – Plan on a Page 2016-17

Appendix B

Growing a Place of Opportunity and Ambition

Putting People First

Our children and young people will have the best start in life and opportunities to give them positive lives

Education

- Clarify SBC role and strengthen effectiveness in Education & SI services post Cambridge Education
- Develop and implement a strategy for school improvement & schools of concern
- Develop management strategy for effective school partnerships & S2S support
- Monitor inclusivity and support for vulnerable learners
- Enhance involvement in post-16 learning & employment
- Establish Education Improvement Board to improve accountability and strategic governance

Early Education & Development

- Review Children's Centre organisation and provision of services including extending free entitlement to Early Years to all eligible
- Provide support and funding for young children with SEN&D in Children's Centres and PV&I sector
- Implement new MIS for Children's Centres
- Develop Early Years resource base provision
- Collaborative working between Schools and Children's Centres

Access & Inclusion

- Create a small EWO service to strengthen education safeguarding
- Support for Gypsy Roma Travellers
- Monitor & Assure home education provision
- Work with corporate asset team to ensure sufficiency and optimum location of school places
- Provide a co-ordinated admissions service
- Provide a school transport service for all eligible pupils
- Represent Education at SCST meetings on LAC, CSE and serious case reviews

Commissioning, Performance & Partnerships

- Introduce Service Planning Cycle
- Publish Commissioning Intentions based on Needs Analysis
- Ofsted Inspection Readiness (including Self Evaluation Frameworks)
- Introduce Performance Management Framework
- Develop Early Help Strategy and collaborative approaches

Children, Learning & Skills – Plan on a Page 2016-17

Appendix B

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 8th December 2016

CONTACT OFFICER: Jo Moxon, Interim Director of Children's Services
(For all enquiries) (01753) 875751

Report produced by Johnny Kyriacou, Head Education, Slough Borough Council
(01753) 787672

WARD(S): All Wards

PART I
FOR COMMENT AND DISCUSSION

ASSESSMENT AND EXAMINATION RESULTS FOR 2015-16

1 Purpose of Report

1. To provide known (provisional) results for all phases of education. Validated results will be available from January 2017.
2. To provide a brief update on Ofsted inspections in all schools between April 2016 to date.

2 Recommendation

The Panel is requested to note and acknowledge the success of local schools in securing good assessment and examination results for the children in the borough; scrutinise the areas for improvement, in particular around inclusivity and the disadvantaged, and seek clarity and assurance about what will be done to improve future performance which is sustainable.

3 Implications

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps	Analysis of results will

	between peers and vulnerable groups	drive challenge form the Council to schools who underperform on inclusive measures.
Community Support	None	
Communications	Comms. plans for announcing results need to be in place.	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.

4 Supporting Information

4.1 Introduction

Schools across Slough continue to work hard to improve standards. In 2016 there has been a move to only reporting on the new progress 8 measures (replacing the traditional 5A*-C including English and maths measures) in Key Stage 4 results. The primary sector has experienced its first set of results under the new examination elements designed to be more challenging than previous years at Key Stage 2 (KS2). This report also contains the attainment of Early Years Foundation Stage and Key Stage 1.

ATTAINMENT

- **Early Years Foundation Stage**: Slough is ranked in the 3rd quartile nationally (83rd) for 'Good Level of Development' against 152 other LAs.
- **Key Stage 1:** National data for reading, writing and maths combined is not available but Slough schools achieved in the 1st quartiles for maths (26th) and the second quartile for reading (46th) and writing (43rd).
- **Key Stage 2:** the results are above the national average for reading, writing and maths combined and place in the 2nd quartile nationally (49th)
- **Key Stage 4:** Slough has ranked 16th highest for progress 8 scores when compared with the 152 local authorities across the country. This is in the 1st quartile.

4.2 Overall, educational attainment is on an upward trajectory across all phases of education with reasonable sustainability. However, there are still improvements to

be made across all phases of education, in particular KS2 reading where Slough is ranked 95th and in the 3rd quartile. 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. More can be done to share good practice between schools where some school shave performed particularly well. EYFS also needs to be an area of focus.

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

The following information provides details of the provisional results for Slough schools 2015/16.

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

- 2,467 children completed the Early Years Foundation Stage in July 2016 and 69.2% 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 4.2% on 2015. The national average was 69.3%
- Slough is ranked 83rd nationally for GLD which puts it in the third quartile.

4.4 Early Years Foundation Stage results are showing year on year improvements with Slough achieving just under the national average of 69.3%. However more needs to be done on continuing to raise attainment to move up at least one quartile.

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

a) Year 1 Phonics: 2015

- 80.6% of Slough pupils are working at the required standard at 32 points or more. (58th nationally and in the second quartile).

The 2015 figure was 77.6%, thus giving an improvement of 3% on last year's results. However, given the 4% improvement nationally (81%), Slough has decreased from 42nd in the country to 58th out of 152 authorities. In 2014 Slough was 31st and in the top quartile.

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 4% over the last year, there is a challenge to Slough schools in similarly accelerating progress.

b) Key Stage 1 (KS1): 2016

- Reading (46th nationally) and writing (43rd nationally) are strong with reading 1.6% above national average and writing 3.2% above.
- Maths is 3.2% above the national average at 76.2% (26th nationally) and in the top quartile.
- Science results are below national average and Slough is placed 87th and in the third quartile.
- Pupils achieving better than expected standard have excelled in Slough in writing and maths by being 2.6% and 4.2% above the national average respectively. However in reading, pupils performing at better than expected is below the national average by 0.5%.

Priorities should focus on science and on stretching the more able in reading.

c) Key Stage 2 Results: 2015-16 Attainment

Key Stage 2 (KS2) are mixed for 2016 with strong performance in writing and maths but poor performance in reading. However this is the first year of the new testing requirements:

- Reading achieved 66% for those working at the expected level putting Slough at 95th of 152 LAs and in the third quartile.
- Writing has improved significantly and gone from 72nd nationally to 16th and into the top quartile.
- Mathematics has improved significantly and gone from 122nd nationally to 46th and into the second quartile from the fourth.
- The percentage of pupils gaining Level 4 or above in reading, writing and mathematics (the main indicator for KS2 results: R, W and M) has increased from 116th nationally to 49th nationally. This puts Slough into the second quartile.

4.6 Priorities for Key Stage 2 are attainment in reading. The council will look to support schools by supporting the Slough Teaching Schools Alliance in co-ordinating, organising and supporting the delivery of training or see how it can provide support to schools in different ways through small funded projects.

4.7 **KS2 Expected Progress**

KS1 to KS2 progress has shown a good performance in writing and maths where it is above the national average (with 0.0 being the average). Writing scored 1.3 and maths scored 0.8. Progress in reading was below average -0.2.

4.8 The priorities alongside improvement for attainment in a need to address KS2 progress in reading as well. (which is what pupils gain between the start and the finish of KS2).

4.9 **KS2 reading, writing and maths progress and attainment for SEND 2016 (SEND pupils are categorised as 'SEND with a statement or Education, Health and Care plan) when compared against those without SEND.** ***National comparisons not available at this stage. (January 2017)***

- Attainment in reading, writing, maths combined 13.2% compared to 62% with no SEND
- Reading score progress: -3.2 compared to 0.1 no SEND
- Writing progress: -4.0 compared to 1.7 no SEND
- Maths progress: -3.8 compared to 1.2 no SEND

4.10 The priorities for SEND attainment and progress relate to all the key areas of reading, writing and maths. Clearly there continues to be a task to address in raising the attainment and progress of children with SEND in all core subjects across the Authority.

4.11 **KS2 progress by ethnicity in 2016. In each case comparisons are being drawn against other pupils from other ethnicities in Slough.** ***National comparisons not available at this stage. (January 2017)***

Ethnicity	Expected level in RWM
Pakistani	53.4%
Indian	71.2%
White British	47.9%
White Other	42.5%
Black African	51.6%

Slough average for all pupils: 54.1%

While pupils of Indian 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 and maths for white pupils in particular.

4.12 **Performance of disadvantaged pupils (those on Free School Meals and Looked After Children) for 2015/16: These are the pupils who receive additional funding (Pupil Premium) to assist in closing the educational gap between disadvantaged pupils and their peers.** ***National comparisons not available at this stage.(January 2017)***

- Attainment in reading, writing, maths combined 43.9% compared to 58% with no PP
- Reading score progress: -0.9 compared to 0.1 no PP
- Writing progress: 0.9 compared to 1.4 no PP
- Maths progress: -0.3 compared to 1.2 no PP

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 in Slough who are not in receipt of Pupil Premium.

4.13 **Provisional progress 8 results for Slough Secondary Schools - summer 2016**

These new measures remain un-validated. Validated results will be published in January 2017 and are therefore not available at the time of writing this report. The new measures are explained briefly in appendix A.

- The data (see attached in the Appendix) indicates that progress 8 scores for Slough are significantly above the national average and are in the top quartile for almost every measure. See table below:

Measure	Slough	National	Ranking (out of 152)	Quartile
Progress 8	0.22	-0.03	16th	Top
A*-C in English and mathematics	72%	62.6%	10th	Top

These figures highlight very strong performance by Slough schools overall, and the new progress 8 figures, is very strong. However see below for a breakdown between selective and non selective schools.

4.14 **Provisional progress 8 results for Slough Secondary Schools (selective and non selective) - summer 2016**

Measure	Slough	National	Selective schools	Non selective schools
Progress 8	0.22	-0.03	0.46	0.10

Selective schools are achieving significantly above national average. The data shows that non selective schools are also performing very well and achieving above the national average which shows the high quality of education all Slough pupils receive at secondary school no matter what type of school they attend.

4.15 **Performance of Pupils with Special Educational Needs for 2015/16:**

Progress 8 measures for children with SEND in both selective and on selective schools is examined below:

	No SEND	SEND (overall)	Statement or EHCP
Slough	0.31	-0.24	-0.73
Non selective	0.21	-0.34	-0.82
Selective	0.46	0.47	0.76

Key priorities for closing the gap between SEND pupils and their peers remain high for schools. SEND pupils are performing significantly below national average.

4.16 **Performance in progress 8 measures of Pupils with Pupil Premium for 2015/16:**

	No PP	PP
Slough	0.27	0.08
Non selective	0.13	0.02
Selective	0.46	0.50

At GCSE PP pupils are performing well in both school settings with progress 8 results above the national average.

4.17 **Key Stage 5 results are not available in detail but we have provisional overall level 3 attainment compared to national average (Full results available January 2017)**

	A level students		Applied general students		Tech level students	
	APS per entry	APS per entry as a grade	APS per entry	APS per entry as a grade	APS per entry	APS per entry as a grade
Slough	31.54	C	34.85	Dist	32.72	Dist-
South East	31.37	C	36.24	Dist	36.37	Dist
England (state-funded schools)	30.66	C	37.95	Dist+	36.97	Dist+
Difference from national	0.88	-	-3.10	-	-4.25	-

Slough school shave performed broadly in line with the national average at level 3. Work needs to be done to raise point scores in order to maintain the margins. A full analysis and breakdown can be complete din the new year.

5. Update on Ofsted Inspections from April 2016

5.1 The current Ofsted grading for schools in Slough

Rating	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	0.0	1.0	1.0	0.0	0.0	3.0	0.0	0.0	5.0
Inadequate	0.0	0.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0	2.0
Requires Improvement (prev. Satisfactory)	0.0	0.0	3.0	0.0	0.0	0.0	0.0	0.0	0.0	4.0
Good	3.0	10.0	7.0	0.0	2.0	1.0	0.0	1.0	1.0	25.0
Outstanding	2.0	2.0	3.0	0.0	1.0	6.0	0.0	0.0	1.0	15.0
Total	**5.0**	**12.0**	**15.0**	**2.0**	**4.0**	**7.0**	**3.0**	**1.0**	**2.0**	**51.0**
	5.0	**29.0**	**14.0**	**3.0**	**51.0**					

Rating	Nursery	Primary: Maintained	Primary: Academy	Primary: Free School	Secondary: Maintained	Secondary: Academy	Secondary: Free School	Special: Maintained	Special: Academy	Total
Inadequate	0%	0%	7%	100%	0%	0%		0%	0%	4%
Requires Improvement (prev. Satisfactory)	0%	0%	21%	0%	0%	0%		0%	0%	9%
Good	60%	83%	50%	0%	50%	14%	#DIV/0!	100%	50%	54%
Outstanding	40%	17%	21%	0%	25%	86%		0%	50%	33%

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 strength of Slough primary schools and the high percentage of schools which are good or better (76%)
- The strength of Slough secondary schools and the high percentage of schools which are good or better (71%).
- The strength of Slough special schools where all are good or outstanding (100%).

Our main priority is to continue to focus on raising standards at primary schools in areas such as writing and mathematics and ensure consistency across the sector by identifying excellent practice and sharing it so that all can benefit in the interest of their pupils.

5.2 Recent Ofsted Inspections

Since April 2016 there have been the following inspections:

School	Month of inspection	Ofsted Inspection Grade
Langley Hall Primary*	May	Inadequate
Beechwood **	May	Requires Improvement
Willow Primary	June	Good
Wexham Court Primary	July	Good
Littledown	July	Good
Arbor Vale (Residential special school)	September	Outstanding
Iqra Slough Primary School	October	Good
Godolphin Infants	November	Awaiting report
Langley Hall Primary	November	Awaiting report
Montem Academy	November	Awaiting report

*Langley Hall was re-inspected. There remains a court case against Ofsted after the first judgement of inadequate.
** Beechwood became an academy on 1st October 2016 so now has no designation

The Head of education gets invited to Ofsted feedback when schools are inspected. The outcome of feedback must remain confidential until the reports are officially published. All schools receive a letter from Councillor Hussain upon successful completion of an Ofsted inspection. The inspections that have been made public so far have been mostly positive as can be seen above.

Local Authority support has bene provided to most schools above through Cambridge Education in the form of consultants and Autumn Term Visits

6. Conclusion

Schools have coped with the changing performance indicators and done very well at national level where data is available. This is a cause for positivity and celebration. There is work to be done on improving outcomes for special educational needs (SEN) pupils but pupils on free school meals (FSM) have done very well. Some ethnic groups, in particular white British and white other need careful attention. However the underachievement of these groups is not unique to Slough and is a national issue.

Priorities for the year ahead relate to increasing the effectiveness of Slough primary schools and a focus on reading. Also continuing t o close the gap for SEND and PP pupils remains a high priority

7. **Comments of Other Committees**

This information has not been to any other committees.

8. **Appendices Attached**

'A' – A summary of Attainment 8 and Progress 8
'B' - Education results

9. **Background Papers**

None.

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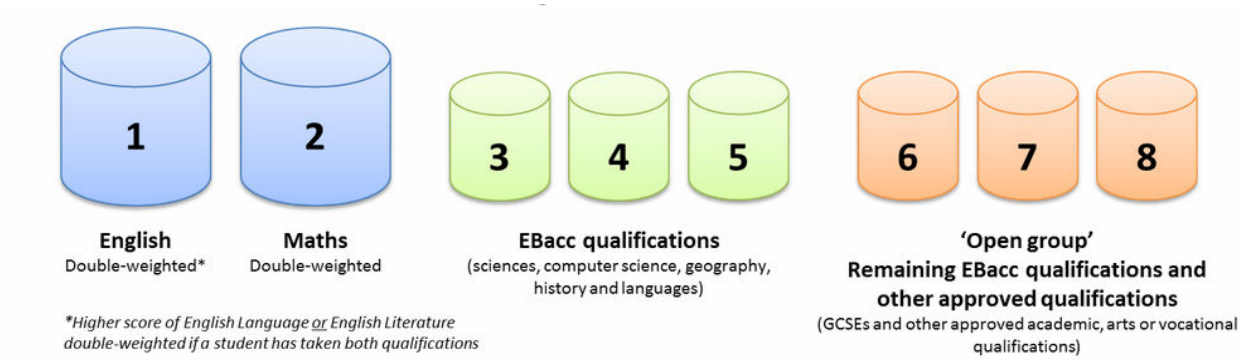
Appendix A

A summary of Attainment 8 and Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.

The new performance measures are designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at key stage 4, and reward schools for the teaching of all their pupils, measuring performance across 8 qualifications. Every increase in every grade a pupil achieves will attract additional points in the performance tables.

Attainment 8 will measure the achievement of a pupil across 8 qualifications: See diagram below:



A pupil's Progress 8 score is defined as their Attainment 8 score, minus their estimated Attainment 8 score.

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Appendix B

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
2015	**65**	**0% - 89%**	**66**	**58**	**33.2**	**32.4**
2016	**69**	**0% - 90%**	**69**	**53**	**33.9**	**32.3**
Diff	**4**	**-**	**3**	**-5**	**0.7**	**-0.1**

2. Key Stage 1 (KS1) Results

Slough Local Authority 2015 KS1 attainment results in comparison with 2014

	Percentage Achieving 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
Slough LA	**88**	**89**	**1**	**91**	**92**	**1**	**87**	**89**	**2**	**93**	**94**	**1**	**89**	**87**	**-2**
National Average	**89**	**90**	**1**	**90**	**90**	**0**	**86**	**88**	**2**	**92**	**93**	**1**	**91**	**91**	**0**
Diff from National	**-1**	**-1**		**1**	**2**		**1**	**1**		**1**	**1**		**-2**	**-4**	

Slough Local Authority 2016 KS1 attainment results

	Percentage Achieving the Expected Standard			
	Reading	**Writing**	**Maths**	**Science**
Slough LA	**76**	**68**	**76**	**81**
National Average	**74**	**65**	**73**	**82**
Diff from National	**2**	**3**	**3**	**-1**

Figures based on DfE Release Oct 2015 and Oct 2016

3. Key Stage 2 (KS2) results

Finalised Slough Local Authority 2015 KS2 attainment results in comparison with 2014

	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	78	79	2	86	87	1	85	85	0	78	78	0
National Average	89	89	0	76	80	4	85	87	2	86	87	1	78	80	2
Difference from National	-2	-1		2	-1		1	0		-1	-2		0	-2	

Provisional Slough Local Authority 2016 KS2 attainment results

	Percentage Achieving the Expected Standard				
	Reading	Writing	Maths	Reading, Writing and Mathematics	GPS
Slough LA	64	79	72	54	76
National Average	66	74	70	53	72
Diff from National	-2	5	2	1	4

4. Key Stage 2 (KS2) Expected progress

Finalised Slough Local Authority 2015 KS2 expected progress in comparison with 2014

	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
National Average	91	91	0	93	94	1	89	90	1
Difference from National	-1	-1		1	-2		0	-3	

Provisional Slough Local Authority 2016 KS2 progress score

	Progress Score		
	Reading	Writing	Maths
Slough LA	-0.2	1.3	0.8
National Floor Standard	-5.0	-7.0	-5.0

5. Key Stage 2 (KS2) Pupils Achieving Level 5 or above / Working Above the Expected Standard

Finalised Slough Local Authority 2015 KS2 attainment results in comparison with 2014

	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
National Average	50	49	-1	52	56	4	33	36	3	42	42	0	24	24	0
Difference from National	-2	-3		5	3		0	1		3	0		1	1	

Provisional Slough Local Authority 2016 KS2 attainment results

	Percentage Working Above the Expected Standard				
	Reading	Writing	Maths	Reading, Writing and Mathematics	GPS
Slough LA	19	19	20	8	26
National Average	19	15	17	5	23
Diff from National	0	4	3	3	3

6. Performance of Pupil Premium Pupils at Key Stage 2

Performance of 2015 Pupil Premium Pupils at Key Stage 2 in comparison with 2014

	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
Slough Pupil Premium	529	566	69	69	0	87	88	1	94	91	-3	85	85	0
National Pupil Premium			72	70	-1	88	88	0	91	92	-1	86	86	0

7. GCSE results for Slough Secondary Schools

Finalised Slough Local Authority 2015 KS4 attainment results in comparison with 2014

		% 5+ A*-C inc English & Maths	% 5+ A*-C	English Baccalaureate	Expected Progress in English	Expected Progress in Mathematics	Capped Average Point Score	Average Point Score
Slough LA Results	**2014**	69.3	75.1	27.7	85.2	76.9	344.0	434.0
	2015	67.9	74.5	24.1	80.9	77.9	339.9	421.8
	Diff	**-1.4**	**-0.6**	**-3.6**	**-4.3**	**1.0**	**-4.1**	**-12.2**
Slough LA Ranking (out of 152 LAs)	**2014**	7	10	41	2	7	6	2
	2015	8	14	70	4	8	8	6
	Diff	**-1**	**-4**	**29**	**-2**	**2**	**-2**	**-3**
England Results	**2014**	53.4	63.8	22.9	71.6	65.5	303.0	355.1
	2015	53.8	64.9	22.5	71.1	66.9	306.5	361.7
	Diff	**0.4**	**1.1**	**-0.4**	**-0.5**	**1.4**	**3.5**	**6.6**
Slough LA – England	**2014**	**15.9**	**11.3**	**4.8**	**13.6**	**11.4**	**41.0**	**78.9**
	2015	**14.1**	**9.6**	**1.6**	**9.8**	**11.0**	**33.4**	**60.1**

Provisional Slough Local Authority 2016 KS4 attainment results

	Overall progress 8 score	Average attainment 8 score per pupil	Achieving the English Baccalaureate (%)
Slough LA	**0.22**	**54.8**	**29.2**
National: state funded schools only	**-0.03**	**49.8**	**24.5**
Slough LA - National Diff	**0.25**	**5.0**	**4.7**
Slough national ranking (out of 152 LA's)	**16th**	**8th**	**37th**

8. KS5 results for Slough Secondary Schools

Finalised Slough Local Authority 2015 KS5 attainment results in comparison with 2014

	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 Slough Local Authority 2016 KS5 attainment results

	A level students		Applied general students		Tech level students	
	APS per entry	APS per entry as a grade	APS per entry	APS per entry as a grade	APS per entry	APS per entry as a grade
Slough	31.54	C	34.85	Dist	32.72	Dist-
South East	31.37	C	36.24	Dist	36.37	Dist
England (state-funded schools)	30.66	C	37.95	Dist+	36.97	Dist+
Difference from national	0.88	-	-3.10	-	-4.25	-

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 8th December 2016

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

WARDS: All

PART I

TO NOTE

EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL 2016/17 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 2016/17 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 2016/17 Municipal Year

7. **Background Papers**

None.

EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL

WORK PROGRAMME 2015/16

Meeting Date
8 December 2016
• Exam results • Delivery Plan update • Ofsted inspections of schools (to include schools in special measures or requiring improvement) • Update on post-Cambridge Education responsibilities for schools • Community learning services
9 February 2017
• Corporate Parenting Panel progress • Section 11 update • Fostering and Adoption • Youth Offender Team
15 March 2017
• Slough Youth Parliament • Slough Local Safeguarding Children's Board • Progress since SBC's resumption of responsibility for schools • School admissions (for information)
19 April 2017
• Ofsted inspections of schools (termly update).

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MEMBERS' ATTENDANCE RECORD

EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL 2016 – 17

	MEETING DATES					
COUNCILLOR	**19/07/2016**	**26/10/2016**	**08/12/2016**	**09/02/2017**	**15/03/2017**	**19/04/2017**
Anderson	P	P				
Brooker	P	P				
Chahal	P	P				
Chohan	Ab	P				
Mann	Ap	Ap				
Morris	Ap	Ap				
Pantelic	Ap	P				
Qaseem	P	P				
Sadiq	P	P				

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

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