

Date of issue: Monday 10th July 2017

MEETING	EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL (Councillors Anderson, Brooker, Carter, Chahal, Chohan, N Holledge, Kelly, Pantelic and Qaseem) <u>Education Non-Voting Co-opted Members</u> Jo Rockall (Secondary School Teacher Representative) Maggie Stacey (Head Teacher Representative) <u>Non-Voting Co-opted Members</u> Hamzah Ahmed (Slough Youth Parliament)
DATE AND TIME:	TUESDAY, 18TH JULY, 2017 AT 6.30 PM
VENUE:	VENUS SUITE 2, ST MARTINS PLACE, 51 BATH ROAD, SLOUGH, BERKSHIRE, SL1 3UF
SCRUTINY OFFICER: (for all enquiries)	DAVID 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.



ROGER PARKIN
Interim Chief Executive

AGENDA

PART 1

AGENDA
ITEM

REPORT TITLE

PAGE

WARD

APOLOGIES FOR ABSENCE

CONSTITUTIONAL MATTERS

1. Declarations of Interest

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

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

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

2. Election of Chair for 2017-18

3. Election of Vice-Chair for 2017-18

4. Minutes of the Meeting held on 19th April 2017

1 – 8

-

5. Action Progress Report

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All

SCRUTINY ISSUES

6. 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).

7. Five Year Plan - Outcome 1 Group Progress Report

11 - 18

All

8. School Improvement Partnership

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All

9. Soulsbury Pay Scale - Verbal Update

All

ITEMS FOR INFORMATION

10. Forward Work Programme

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-

11. Date of Next Meeting - 25th October 2017



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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.

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

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Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 19th April, 2017.

Present:- Councillors Brooker (Chair), Chahal (Vice-Chair), Anderson, Chohan (from 8.04pm), N Holledge, Pantelic, Qaseem and Sadiq

Also present under Rule 30:- Councillors M Holledge, Munawar and Nazir

Non-Voting Co-opted Members

Hamzah Ahmed (Slough Youth Parliament)

Apologies for Absence:- Jo Rockall
(Secondary School Teacher Representative)
Maggie Stacey
(Head Teacher Representative)

PART 1

51. Declaration of Interest

Cllr Brooker declared his daughter's previous attendance at Burnham Park Academy and his positions as Governor at Churchmead and Ryvers Schools. He also declared his membership of Slough Borough Council's (SBC) Foster Panel.

Cllr N Holledge declared her position as a Governor at Cippenham Nursery. Hamzah Ahmed declared his membership of the Local Safeguarding Panel and his position as Governor at Cippenham Primary School. Cllr Chahal declared his position as the Chair of Governors at Lea Nursery School.

52. Minutes of the Meeting held on 15th March 2017

Resolved: That the minutes of the meeting held on 15th March 2017 be approved as a correct record.

53. Action Progress Report

Resolved: That the Action Progress Report be noted.

54. Member Questions

No members' questions were received prior to the meeting.

55. Ofsted Monitoring Visit

The 2nd Monitoring Visit had been held in late February 2017 and focused on care leavers. This area of work was shared by SBC and the Children's Services Trust (SCST); the visit had been rigorous and had found several

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positive developments. As a result, the service for care leavers was providing a good example of joint working between SBC and SCST.

The visit had taken the form of a series of activities (e.g. review of case records, interviews with staff) and had explored areas highlighted as weak by the last full Ofsted Inspection. As a result, the progress made from the low base inherited in 2015 had been noted on matters such as accommodation. As part of this, Ofsted had visited care leavers in their new housing (e.g. YMCA) and also spoken to SBC housing officers on provision being made for care leavers.

However, improvement needed to continue; Ofsted stated that they thought the progress being made had been very recent. In response, SCST reminded Ofsted that only 5 staff from the time of the last inspection were now part of the 37 staff involved in the service at the time of the visit. This was an indication as to the level of culture change needed before making any significant improvements to the service itself.

The Panel raised the following points in discussion:

- The report on the visit highlighted 4 key areas for continued improvement. These would be resolved as follows:

Improving the reliability of performance information

This was recognised by all parties as a chronic issue. Tracking had improved, but still required further work; a Performance Management Team was dedicated to this area.

The lack of formal contractual arrangements with providers

A lead for commissioning had now been appointed; it would be their responsibility to investigate all contractual arrangements. At present, no such formal arrangements had been completed.

The need to strengthen partnership relationships for individual care leavers in health and adult services

A health professional would be working on this area; a key priority of their work would be to establish a system which offered all care leavers a choice in shaping their care package.

The embedding of some of the new protocols and practice developments

This was in motion (e.g. the intranet was being relaunched, which would outline the new policies put in place by SCST). However, the IT issues involved made it impossible to specify a deadline for this.

- The funding for staff in the care leavers' hubs had been committed to retaining the present level of employees in 2017 – 18. In addition, a 3 year budget was planned on this premise; however, the question would be reviewed annually, so an absolute commitment beyond the present financial year was impossible. As well as the increased number of staff

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(from 3 to 9) the number of care leavers on Child Protection Plans had reduced, which further assisted with making work loads manageable. Whilst the number of cases per worker was now closer to the standard guidance for an ideal workload (20), some cases were now living some distance from Slough; this complicated logistics for staff. SCST was working with local authorities in the areas concerned to manage this appropriately.

- Of the 37 staff in the service, approximately 35% of them were temporary. Whilst this was lower than the figure inherited, SCST wanted to align this with the ration in other hubs it ran (approximately 17%). However, SCST was confident that the quality of its workforce was improving significantly.
- The 3rd Ofsted Monitoring Visit was scheduled for 15th – 16th June 2017 and would focus on child protection. The 4th visit would be likely to occur in September 2017, and the subsequent full re-inspection must take place by mid 2018. There would also soon be an Ofsted / Care Quality Commission joint inspection of the Special Educational Needs and Disability (SEND) service.

Resolved: That the 3rd Ofsted Monitoring Visit be added to the agenda for 25th October 2017.

56. Adoption and Fostering Inspection Outcomes Report

These services had both been inspected recently (fostering in December 2016 and adoption January 2017) and rated as 'requires improvement'. This was the 1st time that they had been inspected separately, and the process had been more than usually intensive (2 inspectors over 5 days).

Whilst the overall rating was 'requires improvement', positive aspects had been recognised by inspectors. These included:

- Service user involvement
- Adopters involved on interview panels
- Internal placements
- Permanency of placements
- Children well prepared
- Fostering recruitment

However, the Ofsted recommendations focused on a number of other areas:

- Formation of a detailed training programme
- Additional training for staff
- First aid
- Commissioning of post-adoption support

The Panel raised the following points in discussion:

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- Both reports highlighted concerns over auditing. At present, neither service had put reporting formats or systems in place; however, both inspections also had confidence this would be rectified.
- The issue regarding complaints also involved the formalisation of processes. Whilst a case had been resolved, it had not been subject to a standardised process. Subsequently, procedures had been tightened to end this.

Resolved: That the report be noted.

57. Special Educational Needs and Disability

The service was working closely with SCST to make improvements. The report provided to the Panel covered the last 3 years, which had seen significant changes in legislation and the picture in Slough.

The Education, Health and Care Plans (EHCPs) compiled by the service currently covered a range of service users from 2 – 25 years of age. This was a broad age range. The service was benchmarking itself on a national and regional basis. In terms of attainment, outcomes were above average whilst in other areas outcomes were in line with averages. However, it had been recognised that more SEND places were needed; hence the decision by Cabinet to fund these on 20th March 2017.

The Panel raised the following points in discussion:

- The proposed National Funding Formula could increase the pressure on SEND services. At present, schools were making decisions on the numbers of Teaching Assistants they could afford, the class sizes they could maintain and the areas of the curriculum they could cover; SEND provision would also be a challenge. However, there was no reason to believe that legal duties and responsibilities would change.
- SEND children with higher level abilities may need to be placed outside of the area in some cases. The service was working with state schools in all suitable cases to ensure the best placements for children.
- Funds allocated under EHCPs is dedicated to the recipient, and must be spent on their needs alone.
- The supportive environment created by local schools and the level of practice in place were valued greatly by the service.
- The potential cuts to the Education Support Grant had been anticipated and were being managed. As a result, any lowering of their level would not give rise to a sudden drop in available funds. The Dedicated Schools Grant could also assist in making good any shortfall.
- The Progress 8 measure was negative for SEND children, but less negative than either national or regional averages. Given the nature of the measure, this indicated that children in Slough were being kept at a level of attainment which more closely resembled those in mainstream education than comparator local authorities. This did not mean that the results were seen as optimal, and systemic approaches would be maintained to assist with improving performance. The fact that this was

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a new measure meant that there were not previous years with which to compare.

- The service was confident in the ability of Early Years Foundation Stage and Primary School staff to detect SEND with a high level of accuracy. Joint working with SBC's Public Health team also assisted with this; however, it was recognised that 100% accurate diagnosis was virtually impossible to achieve in such an area. However, it was hoped that treating parents with greater respect in the system and valuing their views and knowledge was contributing to a positive and supportive culture. The stability visible within patterns of diagnosis offered further support for this confidence.

Resolved: That the report be noted.

58. Education Psychology Services

This service had recently been transferred to SBC from Cambridge Education; the transition has been helped by the fact that the work and responsibilities have remained the same. The team consisted of 15 workers, who were assigned to service users between infants and 25 year olds. Around 20% of the workload was connected to the service's statutory role and SEND, but the majority of the work was undertaken in schools. This was done on the basis of local schools purchasing staff time as suitable, and was being used by most local schools (with many of these only held back from extending their use of the service by funding issues). Depending on the school's requirements, the time purchased could vary from 4 days per year to 2 days per week.

The service offered targeted interventions for all levels of need, and was based on assessment of the individual's needs. The team also worked with vulnerable groups (e.g. Looked After Children, those involved with the Youth Offending Team) and also received those who were referred to them due to concerns over a lack of academic progress. In these cases, the team was often having a positive impact (as recorded in the appendix included in agenda papers).

The greatest risk to the continued delivery of the service was recruitment. At present, the work of 2 full time equivalents was being delivered by locums. This use of agency workers raised issues of stability, cost and staff retention.

The Panel raised the following points in discussion:

- The cases referred to in Appendix A (as presented in the agenda papers) were those attending Slough schools. The total numbers were not available at the meeting, although would be circulated to members afterwards. It was hard to make an informed estimate, as some schools would involve 50 or more students, whilst others would be far more limited in number.
- Special Educational Needs Co-ordinators (SENCOs) were encouraged to raise any concerns they had early in the process in order to initiate

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diagnostics. The subsequent approach was variable, depending on the case involved. It could involve working with teachers to devise appropriate in-class strategies, or may involve more formalised assessment through standardised testing. Supporting the child's social communication skills may also form a central element. However, the support for SENCOs to act as the first point of support was a consistent element.

- In order to avoid repeated changes of key worker for children, long term relationships were managed by permanent staff. Locums were employed on statutory duties, and also tended to be longer term than was often the case in other authorities.
- Whilst the service was well run (and attracted enquiries from other authorities for relevant advice), the decision to end the Soulbury Pay Scale for staff in the Psychology Service was an issue. The Director of Children's Services would be raising the matter; however, SBC was not alone in this arrangement. However, members expressed an interest in the matter, particularly:
 - Why the decision was taken to end the use of Soulbury?
 - What was the impact of the decision (financial and staffing)?
 - What would be the impact of a decision to reverse this?
 - How did SBC's policy compare with that in neighbouring authorities?
 - Given these questions, members also requested that a representative from Human Resources attend to answer questions.
- Feedback from schools was taken at the end of every term. This was then used to compile annual statistics, which were produced at the end of each academic year. As well as the hard data regarding outcomes, it also evaluated 'softer skills' of the service (e.g. punctuality, ease of staff to work alongside).
- It was currently difficult to make year on year comparisons, as this was only the 2nd year of the current Service Level Agreement. Given the greater number of schools using the service and the restructuring of the team since the previous Agreement, it was not comparable with its predecessor.

Resolved: That an agenda item on the Soulbury Pay Scale be added to the agenda for 18th July 2017.

59. Section 11 Audits

The last Ofsted Inspection had identified Section 11 auditing as a particular area for improvement. These audits were designed to ensure that all Council services understood their role in safeguarding, and were implementing policies to undertake this.

Senior Management meetings were discussing the matter regularly, with the Director of Children's Services having ownership. Online training had been the major issue; however, reporting was proving difficult with individual line

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managers asked to implement robust monitoring. The integration of audits with the 5 Year Plan also demonstrated corporate commitment.

The Panel raised the following points in discussion:

- The online training was at Level 1. Lists of staff who have not completed the course would be sent to managers at the end of April 2017.
- The commitment of senior managers to the process was harder to measure, which placed its risk rating as 'amber'.
- The Chair of the Local Safeguarding Children's Board was accountable to SBC's Chief Executive. Quarterly monitoring of this was now underway, with the last meeting having been held in April 2017.
- The development of a Children's Early Help Commissioning Board had not been on track at the time the current Interim Director of Children's Services took her position. This placed the risk at 'amber', but was now due to meet in the near future; all parties were confident this would be completed by the new deadline of July 2017.
- Training for Councillors on safeguarding was available; however, this did not include the online course. The appraisal system should be used to measure the level of understanding possessed by the individual.
- Frontline staff were supported by further training well beyond the online course aimed at all staff.

(Cllr Chohan joined the meeting).

Resolved: That the online training on safeguarding children be extended to Councillors.

60. Examination Results Action Plan

White British students had been identified as a group underachieving in the overall examination results for Slough. On this basis, more detailed information had been sought to start finding any emerging patterns or possible areas for work. The matter had also been discussed with the HMI Education Inspector; the possible issue of low numbers magnifying the impact of any outliers had been raised, but not to the extent that further work would be invalid.

The percentages of students who were white British were 16% at primary schools and 17% at secondaries. As a result, those schools which had this amount or higher had been identified; in the case of primaries, this was 17 out of 29, and in secondaries 7 out of 14.

This did make the area one which could be mapped out; SBC already had a specialist advisor on secondary education and was about to recruit some for primaries. The matter would be discussed with these. However, members also needed to be aware that SBC was not in a position to impose; it could

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only co-operate and advise. Should any future conversations suggest that joint work on the matter should be pursued, appropriate methods would be employed (e.g. focus on clusters of schools).

Resolved: That an agenda item updating on white British underachievement in schools be added to the agenda for 18th July 2017.

61. Ofsted Inspections - Verbal Update

Only 1 inspection had been completed this term. This was at Pippins Primary, and rated the school as 'good'. Inspectors stated that it was close to receiving an 'outstanding' grading.

The frequencies of Ofsted inspections were highly variable. Some in SBC's area had not been seen for a decade. Officially, those rated as 'good' would be inspected at least once every 3 years, whilst those rated as 'requires improvement' would be subject to regular monitoring visits.

Resolved: That the update be noted.

62. Attendance Record

Resolved: That the attendance record be noted.

63. Date of Next Meeting - 18th July 2017

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.22 pm)

Education and Children’s Services Scrutiny Panel – Actions Arising

19th April 2017

Minute:	Action:	For:	Report Back To: Date:
59	The development of a Children’s Early Help Commissioning Board had not been on track at the time the current Interim Director of Children’s Services took her position. This placed the risk at ‘amber’, but was now due to meet in the near future; all parties were confident this would be completed by the new deadline of July 2017.	Director of Children’s Services	NCS Scrutiny Panel July 2017
59	Resolved: That the online training on safeguarding children be extended to Councillors.	E-learning Team	NCS Scrutiny Panel July 2017

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 18th July 2017

CONTACT OFFICER: Cate Duffy
Director of Children, Learning and Skills

(For all Enquiries) (01753) 875751

WARD(S): All

PART I
FOR COMMENT AND CONSIDERATION

FIVE YEAR PLAN – OUTCOME 1 GROUP PROGRESS REPORT**1. Purpose of Report**

This report provides an update to Members on Outcome 1 of the Council's Five Year Plan 2017/2021.

2. Recommendations

Committee is requested to:

- a) Note and comment as appropriate on the report;
- b) Endorse the approach taken by the Director of Children, Learning and Skills to promoting and monitoring cross cutting work related to Outcome 1 of the Five Year Plan; and
- c) Agree to a schedule of in-depth reviews for each of the work streams in Outcome 1 in order that Members can monitor and scrutinise progress. This schedule will be agreed between the Director and Members of the Panel, with reporting commencing with the next meeting of this Committee.

3a. Slough Joint Wellbeing Strategy Priorities applicable to this report

1. Protecting vulnerable children
2. Increasing life expectancy by focusing on inequalities
3. Improving mental health and wellbeing

3b. Five Year Plan Outcomes applicable to this report

Outcome 1 – Our children and young people will have the best start in life and opportunities to give them positive lives.

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

There are no financial implications relating to this report.

(b) Risk Management

Each of the actions that comprise the Outcome 1 Group plan are already contained within the service planning framework of the relevant Council Directorates and overseen by the corporate Five Year Plan Board, Cabinet and Scrutiny committee. Monitoring reports including identification of risks and mitigating action will be reported through this governance process.

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications relating to this report.

(d) Equalities Impact Assessment

None required.

(e) Workforce

There are no workforce implications relating to this report.

5. **Supporting Information**

- 5.1 The current Five Year Plan has five priority outcomes of which Outcome 1 (“Our children and young people will have the best start in life and opportunities to give them positive lives”) is led by the Director of Children, Learning & Skills (DCLS) with the bulk of the related Outcomes being delivered by teams in other Directorates.
- 5.2 The Five Year Plan Board is a Corporate Board that provides corporate leadership, management and ownership of the Five Year Plan specifically to oversee the delivery of the outcomes in the Five Year Plan and focus on change in the organisation. The governance includes 5 Outcome Groups which mirror and oversee development of the related outcome plans and their delivery. Each Outcome Group is led by a Director / Assistant Director and a common framework is used for collating, reporting and disseminating progress information across the Council, including to Cabinet and other committees. In turn, the priority outcomes influence the Directorate service planning process and provide a link to the personal development and review (PDR) objectives for individual staff as part of the formal appraisal process.
- 5.3 The context for Outcome 1 is quite different to those of the other 4 Outcomes: whereas the work of each of Outcomes 2 to 5 sit neatly within specific Directorates, Outcome 1 is more cross cutting, with dependencies relating to other Directorates as well as partners which include schools. For example, Outcome 2 (“Our people will become healthier and will manage their own health, care and support needs position”) relates to Adult Social Care; Outcome 3 (Slough will be an attractive place where people choose to live, work and visit) relates to Regeneration; Outcome 4 (Our residents will have access to good quality homes) relates to Housing; and Outcome 5 (Slough will attract, retain and grow businesses and investment to provide jobs and opportunities for our residents) relates to Resources.

5.4 Because of this cross cutting nature, agreement was given by the Five Year Plan Board to trial a different reporting template for Outcome 1 Group. A draft is provided (see Appendix A) with some initial work done on defining the Key Outcomes, related Strategic Actions and associated metrics. Members will note that the Key Outcomes closely reflect the Every Child Matters (ECM) high level outcomes and that the draft has focused on work of a strategic (rather than operational), which adds value to core work already being undertaken within the Council and with partners. Outcome 1 Group is scheduled to meet monthly to monitor progress and identify any slippage / risks which need remedial action or mitigation. Certain meetings are timetabled to precede those of Scrutiny Panel so that there is an opportunity to present Members with the most up-to-date information.

5.5 It is proposed that an overview report on progress is reported to each meeting of Scrutiny Panel with the opportunity for Members and relevant officers to undertake a “deep dive” into particular Key Outcomes / Strategic Actions. The schedule for these themed meetings will need to be discussed and agreed in advance between the Director for Children, Learning and Skills and Members so that there is time to prepare background information (and possibly invite external guests / subject matter experts) relevant to the topic under discussion.

6. **Comments of Other Committees**

None.

7. **Conclusion**

7.1 Members are invited to note and comment on the draft template for Outcome 1, the initial draft work presented and the proposal to undertake a “deep dive” of selected outcomes over the cycle of Education & Children’s Services Scrutiny Panel meetings.

8. **Appendices Attached**

‘A’ – Outcome 1 Group progress (draft).

9. **Background Papers**

None.

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APPENDIX A

Outcome 1 Group: Our children & young people will have the best start in life and opportunities to give them positive lives (Officer Lead: Cate Duffy, DCLS)

1	2	3	4	5	6	7	8	9	10	11	12	13
Key Outcome	Strategic Actions	Key Performance Indicator	Baseline	Target	Actual with Benchmark as	Direction of Travel	RAG Rating	Lead Service / Officer	Linked Services	Key Partners	Linked Strategies / Plans	Linked Strategic Boards / Outcome Groups
1. Enable children and young people to have physically and emotionally healthy lives <i>ECW - Be Healthy</i>	a) Work with schools and families to increase physical activity and healthy lifestyles b) Improve uptake of referral services and preventative programmes (e.g. <i>Let's Get Going</i>)	Reduce prevalence of children with 'excess weight' at end of primary school (Y6, aged 10-11 years) as measured by the ICMIP	34.8% (2012/13) +2.2% 37.0% (2013/14) +1.8% 36.8% (2014/15)	Reduce the rise in prevalence of childhood obesity at aged 10-11yrs	Slough appropriate +0.6% 39.4% (2015/16) Benchmarks: SE 30.8% England 34.2%	↓	R	Public Health / Consultant in Public Health (Acting-up)	Children's Centres Leisure	Schools	Slough Joint Wellbeing Strategy	Slough Wellbeing Board; Outcome 2
2. Ensure children and young people are supported to be "safe, secure and successful" <i>ECW - Stay Safe</i>	Children's services are rated as good and this is validated through Distred inspection	a) Quarterly monitoring visits b) Distred SIF inspection in 2018	Inadequate distred rating (Dec 2015)	Good rating by next Distred inspection	Not Applicable (rating will be given at next inspection due in 2018)	Not Applicable	A	CE - SCST	SBC	SBC, Health, Police	Distred Delivery Plan	Joint Improvement Board
2. Ensure children and young people are supported to be "safe, secure and successful" <i>ECW - Stay Safe</i>	Children are made subject to a Child Protection Plan where significant risk of harm is identified	Rate of children (per 10,000) subject to a CP Plan	(31/03/2017) 36.0 (154 children)	Not Applicable	Slough at end May 2017 33.8 (137 children) England rate at end March 2016 is 43.1 (50,310 children) TBC	Not Applicable	Not Applicable	Head of Quality & Safeguarding (SCST)	--	TVP, Health, Schools, ASC	Distred Delivery Plan, LSCB Business Plan	Joint Improvement Board
2. Ensure children and young people are supported to be "safe, secure and successful" <i>ECW - Stay Safe</i>	Early identification of and response to problems for children and families	a) Produce Early Help Strategy (related metrics TBC) b) Launch Local Area Collaboratives (related metrics TBC)	TBC (potential KPIs include reduction in referrals to high cost placements and increase in needs being met via Universal services)	TBC +2 collaborative launched by end Jul 2017; +2 additional collaborative launched September 2017	Successful achievement of July launch	↗	A	Head of Commissioning, Performance & Partnerships	SCST	SCST, Schools, YPS, Health, Voluntary Sector	Distred Delivery Plan	Joint Improvement Board

Appendix A

<p>3. Enable children and young people to enjoy life and learning, to feel confident about their futures and aspire to achieve to their potential</p> <p>ECM – Enjoy & Achieve</p>	<p>Help children achieve early learning goals in the prime areas of learning (personal, social and emotional; physical development; and communication and language) and in the specific areas of mathematics and literacy</p>	<p>Increase % of children achieving a good level of development (GLD) across the Early Years Foundation Stage</p>	<p>2016/17 (provisional) 69.4%;</p>	<p>71%;</p>	<p>70.4%;</p> <p>70.5% England average</p>	<p>↑</p>	<p>A</p>	<p>Head of Children's Centres & Early Years</p>	<p>Speech & Language Service</p>	<p>Health (BHFT)</p>	<p>--</p>	<p>--</p>
<p>3. Enable children and young people to enjoy life and learning, to feel confident about their futures and aspire to achieve to their potential</p> <p>ECM – Enjoy & Achieve</p>	<p>Work with schools to promote high pupil attainment at Key Stages 2, 4 and 5 and to close the gap between white British pupils and their peers</p>	<p>KS2 a) All schools collectively should aim to be in the top quartile in attainment for PwM</p> <p>KS4 b) Each individual school should aim for a progress 8 score which puts them at the least, in the top 25% of schools nationally</p> <p>KS5 c) All schools collectively should aim to be in the top quartile in average point scores per academic entry A-levels</p> <p>d) All schools should ensure white British pupils close the gap compared to their peers</p>	<p>(2016) 2nd Quartile 63 out of 152 LAs</p> <p>8 out of 11 schools in top 25%;</p> <p>(2016) 2nd Quartile 75 out of 152 LAs</p> <p>At KS2 white British Pupils achieve 7% below Slough average (48% vs 55%) in PwM attainment</p> <p>At KS4 white British Pupils progress score -0.28 compared with Slough average of 0.22 (approx half a grade below Slough average)</p>	<p>Top quartile</p> <p>Top 25% nationally</p> <p>Top Quartile</p>	<p>2016 LA results released Sep 2017</p> <p>2016 LA results released Oct 2017</p> <p>2016 LA results released Oct 2017</p> <p>Released Oct 2017</p> <p>Released Oct 2017</p> <p>Released Oct 2017</p>	<p>↔</p>	<p>A</p> <p>G</p> <p>A</p>	<p>Head of Education</p> <p>Head of Education</p> <p>Head of Education</p>	<p>--</p> <p>--</p> <p>--</p>	<p>School Improvement Strategy</p> <p>Schools</p> <p>Schools</p>	<p>--</p> <p>--</p> <p>--</p>	<p>--</p>

Appendix A

4. Support young people into employment, education and training <i>ECM - Achieve Economic Wellbeing</i>	NEET performance aged 16-18 years to be in top 2 quintiles in the country	a) Reduce and maintain CLA / LC NEETs to 25% b) Generic NEET annual rates 3.5% or the national average (whichever is lowest)	(June 2016) 36% TBC	(June 2016) 36% TBC	25% TBC	(June 2016) 36% TBC	↗ ↗	A A	Head of Young People's Service	SCST CLA / LC Team	SCST	Education, Employment and Training Strategy for CLA and CLs	Joint Parenting Panel
5. Provide young people with opportunities to have their voice heard and to shape service planning and delivery <i>ECM - Make a Positive Contribution</i>	Support Slough Youth Parliament in meeting its manifesto Undertake "Make Your Mark" campaign	a) Slough Youth Awards delivered by end Nov 2017 with positive feedback overall b) Turnout statistics c) 12-month progress against Youth Parliament Manifesto d) Year 1 (MYM) progress report produced by February 2018 with positive feedback overall	-- --	-- 67% (7,883 people)	-- ≥ baseline	-- --	↔ ↔	A A	Head of Young People's Service	SCST	Slough Youth Parliament; Secondary Schools	Slough Youth Parliament Manifesto	--

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 18th July 2017

CONTACT OFFICER: Cate Duffy, Director of Children's Services
(For all enquiries) (01753) 875751

Johnny Kyriacou, Head of Education
(01753) 787672

WARD(S): All Wards

PART I
FOR COMMENT AND CONSIDERATION

SCHOOL IMPROVEMENT PARTNERSHIP

1 **Purpose of Report**

To provide information to the Education and Children's Services Scrutiny Panel on the collaboration between SBC and the Slough Teaching School Alliance in promoting school to school support and the school-led, school improvement system.

2 **Recommendation**

To acknowledge the partnership work to date and the stakeholders involved. To track progress of how school improvement will evolve with the council over the next year.

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

3a **Slough Joint Wellbeing Strategy Priorities**

Priority 1 – Protecting vulnerable children

3b **Five Year Plan Outcomes**

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

4 **Implications**

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

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

(c) Human Rights Act and Other Legal Implications

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

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications.

5 **Supporting Information**

Introduction

- 5.1 Last year (financial year 16/17) it was agreed at schools forum that the council would use £150,000 of centrally retained funds to work with the STSA on facilitating school to school support and partnerships across the LA. The main principle behind this was to bring schools together to collaborate and share best practice in order to raise outcomes for young people across the town. In addition, to also be able draw on excellent local expertise. The funds would be able to provide backfill for services where school leaders may need to come out of their own institutions to either do joint planning or to provide specific support for other schools.

Setting priorities

- 5.2 The council plays a key role in analysing data and identifying key priorities across the LA. We hold the overview of school performance and can identify patterns. For example that on the whole pupils of white British background achieve less highly than their peers. However this data is largely desktop data based on public statistics. The true picture and the 'story' behind the data lies with the schools themselves. Therefore they are in the strongest positions to identify their needs.
- 5.3 Now that most schools in the LA are academies, setting priorities is more a matter for schools themselves. The council can act as a source of support and a facilitator for schools in the way it is doing so with this particular initiative with the STSA. Schools have been encouraged to come together and agree what support they need. They then have a mechanism by which they can access the funds.

Council Support

- 5.4 Slough Borough Council have appointed a Senior Education Liaison Officer, whose role is to work between the council and the STSA in order to broker, facilitate and be a part of the decision making process for school to school support funds. A key function of the SELO is also to ensure that value for money is provided and there is a system to monitor the effectiveness of the support provided. The role is currently being undertaken on a secondment basis by a local Slough headteacher, working two days a week. The role lasts until March 2018 at which point it will be reviewed.

How the process works

- 5.5 See appendix A of how the process works from application and decision making to accessing the funds and also on how the impact will be monitored.

6. Conclusion

SBC and STSA are working closely in what will hopefully be a successful model. The first applications for this fund came in the summer term of 2017 and so the initiative is in its infancy. The council is looking to develop its school improvement strategy policy in light of national changes and the new role of councils in the school improvement system.

7. Comments of Other Committees

This information has not been to any other committees.

8. Appendices Attached

'A' - Slough Local School Improvement Fund

9. Background Papers

None.

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Slough Local School Improvement Fund

Process diagram for application for and allocation of school to school support funding

School A has identified a development need based on school data or a perceived gap in provision. (see section 1). **Please note school A could comprise a group of schools.**

School A may approach a school or schools who they think will be able to offer this support; this is not necessary as the panel can source support.

School A completes Part One of the application for support and funding and submits this to STSA (see section 2). If appropriate, School A should name the supporting school in the application.

The panel, comprising members of staff from the local authority and STSA, will meet to consider the application.

The panel may ask for further clarification on bids or make suggestions to School A before making a decision on whether or not to accept or fund the bid as it stands. This will usually be in the form of an email sent to School A.

On receipt of further information from School A, a decision will be made by the panel regarding the funding and School A will be notified, usually by an email to the named person on the application.

A 'Development and Review Plan' will be agreed and drawn up by School A and the support school/s. These will be shared with and monitored by the panel for quality assurance purposes

Once the project is agreed funding will be arranged with and released to the school or schools providing support to School A.

Evaluations will be sought from School A and the support school/s midway through and at the end of the improvement project.

Section 1

Criteria 2017 - 2019

Funding for projects is broadly based on a fair share of between £2,000 - £4,000 per school. Therefore schools are encouraged to work together in clusters to maximize funding.

Our criteria, although not absolute and not all applicable per bid, for access to funds from the LSIF are that the project/bid:

- ✓ must be seen to be developing and supporting the needs of a range of staff and pupils across Slough
- ✓ must encourage and support professional development with a future focus on retention and succession planning
- ✓ may identify that a range of providers have been explored and the reasons why any particular provider of support has been identified¹ (not all bids have to identify the preferred support school)
- ✓ should not replicate or be based around a similar approach that is already recognized, e.g. accredited training which should be met from the school's own CPD budget
- ✓ can be part of a larger or the whole of a smaller project
- ✓ has measurable benefits which are anticipated to impact over a substantial period of time, i.e. not just a quick fix
- ✓ may, for example, focus on coaching and mentoring support across schools when implementing a whole school change of practice due to an identified need based on data or circumstance
- ✓ on the whole schools are encouraged to put **one bid** forward but where this may be for a smaller amount of funding, further bids may be considered from the same school

The funds will not support:

- ✗ additional staffing in schools
- ✗ in house support from within a Multi-Academy Trust
- ✗ such things as schemes of work or equipment

¹ The provider suggested by the school applying for funding may not be deemed to be the best provider for support if good reason is not given. The board will make a decision about support based on local knowledge of excellence in any given area (where this is available).

Section 2

Slough Local School Improvement Fund
Timelines for bids

In the first instance bids for funding may be submitted by:

Thursday 6th July 2017

Monday 23rd October 2017

Monday 8th January 2018

Monday 12th March 2018

Monday 7th May 2018

Monday 2nd July 2018

- 'The board' will meet during the week of submission to consider the bids.
- Applicants can expect a provisional or complete response within one working week.
- If the board asks for further clarification (provisional response) this must be returned within one working week of the date the email is sent.
- If the board agrees fully or in part to the bid, notice will be sent via email within one working week.

Section 3

**Slough Local School Improvement Fund
Development and Review Plan**

Name of School:	
School to School partnership school/s:	
Title of project:	
Dates of project (from and to):	
Funding allocated:	

What will happen?	Who will lead it?	When will it happen?	Success criteria	Review & Impact

First copy, completion of aspects 1 – 4, must be sent to rachel.cross@slough.gov.uk within 4 weeks of the agreement of funding.

The final copy will be requested within 2 weeks from completion of the project.

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 18th July 2017

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

WARDS: All

PART I
FOR INFORMATION

EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL
2017/18 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 2017/18 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:
 - Our children and young people will have the best start in life and opportunities to give them positive lives

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 2017/18 Municipal Year

7. **Background Papers**

None.

EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL

WORK PROGRAMME 2017/18

Meeting Date
18 July 2017
<ul style="list-style-type: none"> • Slough Five Year Plan – Our children and young people will have the best start in life and opportunities to give them positive lives • Soulbury Pay Scale - Psychology Service Team • Patterns of underachievement in schools
25 October 2017
<ul style="list-style-type: none"> • 3rd Ofsted Monitoring Visit • Slough Children's Services Trust – annual update
7 December 2017
8 February 2017
14 March 2017
18 April 2017

To be programmed:

- 14 – 19 provision and links to economic strategy
- Progress with SEND reforms implementation
- Youth Offending Team – links to NEET reduction
- The role of school to school support in Slough– including Beechwood and Herschel MAT
- National Funding Formula update
- Progress with 30 hours Early Years entitlement
- Slough Five Year Plan – Our children and young people will have the best start in life and opportunities to give them positive lives
- March Annual Update on school standards in Slough
- 4th Ofsted Monitoring Visit
- The Council's role in Children Missing Education and Elective Home Education