

Date of issue: Wednesday 13<sup>th</sup> April 2016

**MEETING**

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

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

**Education Voting Co-opted Members**

James Welsh – Catholic Diocese of Northampton

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

Jo Rockall (Secondary school teacher representative)

Maggie Stacey (Head teacher representative)

Lynda Bussley (Primary school teacher representative)

**DATE AND TIME:**

THURSDAY, 21ST APRIL, 2016 AT 6.30 PM

**VENUE:**

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

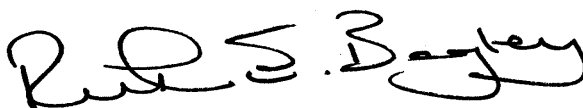
**SCRUTINY OFFICER:  
(for all enquiries)**

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**

**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. Minutes of the Meeting held on 16th March 2016 1 - 8

**SCRUTINY ISSUES**

3. Member Questions

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

4. Securing Improvements in the Experiences and Progress of Children Looked After and Achieving Permanence - Service Update 9 - 26

5. Cambridge Education - Annual Report 27 - 60

6. Termly Update on School Ofsted Reports 61 – 66

**ITEMS FOR INFORMATION**

7. Attendance Record 67 – 68

8. Date of Next Meeting - 19th July 2016



## Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Please contact the Democratic Services Officer shown above for further details.

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

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**Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 16th March, 2016.**

**Present:-** Councillors Pantelic (Chair), Abe (Vice-Chair), Bal, Brooker, Dhillon, Matloob, Morris and Rana

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

**Education Voting Co-opted Members**

James Welsh – Catholic Diocese of Northampton

**Apologies for Absence:-** Councillor Cheema

**PART 1**

**39. Declaration of Interest**

No declarations were given in relation to the agenda items.

**40. Minutes of the Meeting held on 28th January 2016**

**Resolved:** that the minutes of the meeting held on 28<sup>th</sup> January 2016 be approved as an accurate record.

**41. Member Questions**

No questions from Members were received prior to the meeting.

**42. Ofsted - Inspection Of Services For Children In Need Of Help And Protection, Children Looked After And Care Leavers**

In introduction, the Chair requested that a note should be made of the Panel's disappointment with progress. In particular, the absence of some fundamental aspects of the work expected of Children's Services was a concern. Equally, the Panel wished to focus on the future improvement of services for local residents; however, it would also need to clarify some aspects of previous failings in order to learn and increase service levels. Underpinning all of this was a need to ensure that Slough Borough Council (SBC) put children first in provision.

The Ofsted inspection was held in late 2015 and published on 17<sup>th</sup> February 2016. Councillors were then given a presentation on the report immediately following publication. The inspection was the third consecutive 'inadequate' rating, and given the fact that the inspection was in the weeks following the Trust's commencement it mostly covered SBC's work. Some improvements were noted in the report, but these were insufficiently rapid or wide-ranging to make significant changes; Slough Children's Services Trust (SCST) was taking action on this.

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In such situations, the Department for Education (DfE) would usually install an improvement board. However, SCST's role meant that different governance arrangements were required. A Strategic Monitoring Board (SMB) would meet monthly whilst the Local Safeguarding Children Board (LSCB) would attend a meeting with SBC, SCST and the Commissioner on a quarterly basis (such meetings would be held after every SMB, but not always with LSCB in attendance). These meetings would be chaired by the Commissioner and request updates on progress being made. SCST also had its own Board to act as a governance mechanism, with SCST's Chief Executive accountable to it.

The Panel raised the following points in discussion:

- SCST was not required to present its development plan to SBC scrutiny; this would be the role of SMB. A joint delivery plan was being agreed and would be presented to Ofsted in May 2016. This plan contained four strands and would be shared with the Panel, serving as a future reference point for holding service providers to account. SCST would also publish reports on a monthly basis on its progress; this would be a public document.
- Members wished to be as involved as possible. Despite the alteration in provision arrangements, SBC retained its role as corporate parents and had also made a financial investment in SCST which required justification. In addition, the Ofsted report did note that scrutiny needed to focus on the detail of performance to drive up standards (finding 107).
- Councillors would also receive a minimum of 4 updates from SCST at a variety of meetings as part of the contractual arrangements. However, SCST signalled a willingness to attend extra meetings if appropriate to ensure effective governance.
- In addition, SBC had oversight of the matter via the Director of Children's Services; this post holder could report to scrutiny more frequently. The Commissioner also reported to Government Ministers on a quarterly basis, ensuring that the system did have appropriate reporting mechanisms to ensure accountability.
- SCST had initiated some significant work since acquiring its responsibilities. The virtual school now had a designated head teacher, whilst the pupil premium (which had been underspent) was now being given to heads of primary and secondary schools. Schools were also contacted on the matter, with frequent meetings to ensure appropriate use of the premium for the individual recipients. To support this, personal education plans and child-specific aspirational targets were also being compiled. 16 GCSE candidates were in receipt of the premium, and a target on attainment had been set and would be tracked.
- SBC remained statutorily accountable for Children's Services, and retained direct responsibility for youth services, corporate parenting and the impact of other services on children. SCST was delivering all other aspects of Children's Services.
- In order to bolster performance as a corporate parent, SBC would alter its approach. Previously, an annual forward plan had been considered in its totality on a periodic basis. In future, it would focus on different

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specific areas periodically to conduct deeper, narrower analysis and improve its strategic overview.

- In 2014, DfE requested that SBC discontinue its improvement board and modify its approach. A replacement body was configured in September 2014 and 2 peer reviews were undertaken. The feedback from these was one of slow, steady improvement but it was acknowledged that this had been overly optimistic. SBC officers and Members shared many of the same concerns and limitations on this matter.
- Given concerns over the deployment of resources, a review into the head of virtual schools was instigated in 2014. However, the reporting was too diffuse (e.g. 4 plans on the matter) which led to the creation of data which was difficult to interrogate effectively.
- SBC officers had been challenged, but the long term absence of the relevant Director from late 2014 onwards hampered effectiveness. However, the appointment of the current Interim Director of Children's Services had assisted, although the negotiations with DfE regarding the start of SCST had taken a significant amount of effort and focus.
- The delivery plan was being compiled in light of Ofsted's findings and would focus on essential matters. Key performance indicators would reflect this and provide greater clarity on the level of improvement. The indicators were agreed by SBC and SCST and were based on DfE guidelines (e.g. number of re-referrals, assessments conducted within 45 days). In addition, these indicators would be set at levels which reflected a desire to move towards 'good' or 'outstanding' ratings rather than accept the current situation. However, there would also need to be qualitative analysis to support these quantitative measurements.
- Resource allocation would also be recalibrated to focus on the central concerns of Children's Services (e.g. support for the Corporate Parenting Panel on implementing the Parenting Strategy). As part of the wider alteration in SBC's focus on children, services such as libraries would be required to include 'the voice of the child' in their provision as part of a new project management system. The Interim Director of Children's Services had also used the SBC Senior Leadership Team to reinforce this message and ensure there was understanding and ownership of these issues.
- SCST also could raise concerns with scrutiny as to where performance may need improvement, although the Panel retained jurisdiction over its work programme.
- Auditing had not been comprehensive; the Interim Director of Children's Services acted on this. The social enterprise company 'Achieving for Children' were approached to improve the system, whilst SCST's Chief Executive also highlighted areas for improvement. However, a complete overhaul was not undertaken given the desire to allow SCST to impose its own system once in position. SCST then conducted a comprehensive audit upon going live, involving 5 independent auditors; its findings were confirmed in the Ofsted report.
- Cabinet also raised concerns over several matters (e.g. virtual heads) and had been frustrated with the level of progress. However, it was acknowledged that the level of focus on care leavers and the lack of aspiration for looked after children had been problematic.

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- The new governance system was designed to raise concerns before they deteriorated. The contract between SBC and SCST included a monthly Partnership Board to identify low-level concerns, with SMB dedicated to more systematic issues. The escalation process was also fully codified; it was hoped that scrutiny could serve to support this approach.
- The Multi-Agency Safeguarding Hub required partners to be involved, which had proved difficult. One possible cause of this was SBC's reputation, which led to inaction from other organisations if asked to conduct work by SBC. The MASH now had a dedicated leader, with a 'soft launch' set for July 2016 and a full launch in September 2016.
- Assessments had been unsatisfactory. This was being worked on, as their quality was based on the original social worker interaction.
- Independent Reviewing Officers were being trained to address issues in Children's Services; it would take time for this to embed in the working culture.
- A permanent Director responsible for Children's Services was being appointed; the structure would not mirror the previous system with a Director of Wellbeing. This would be advertised in Spring 2014, with the eventual post holder entering SBC in the Autumn. The current Interim Director of Children's Services was leaving their post at the end of June 2016, and the transition would be planned.
- It was customary for Councillors to be involved in the appointment of Directors. In this case, it would also see input from local young people and SCST. Members also requested information and involvement regarding any payments made to outgoing Directors.
- SCST was working to impose a new working model involving greater transparency at all levels. At present, 50% of staff were agency; given the need to recruit new staff who would support the new working model, it was not possible to provide a precise date and target for permanent staff, although increasing this level was the overall aim. Career pathway interviews were also being conducted with current staff to develop suitable plans to assist them in this culture change.
- Budget management was prioritised by the Trust Board and being reported monthly. The Invest to Save bids were for agile working and alternatives to care.
- At present, there were 11 cases subject to Annexe H of the Crown Prosecution Service's 'Good Practice Model'. Of these, 3 had received immediate action whilst the others received fast responses.

### **Resolved:**

1. That the Delivery Plan presented to Ofsted in May 2016 be circulated to Education and Children's Services Scrutiny Panel members and reported on regularly at Panel meetings.
2. That Councillors be involved in the appointment of the permanent Director responsible for Children's Services on a cross party basis.

## **43. Ofsted - Review Of The Effectiveness Of The Local Safeguarding Children Board**



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The work of the Slough Local Safeguarding Children's Board (SLSCB) was based on co-operation and commitment from partner organisations. The Panel had discussed the SLSCB's annual report in November 2015, noting concerns over quality assurance, resourcing and the potential duplication of work given the installation of SCST. The Ofsted report had been published subsequently.

The Ofsted report issued six recommendations, which would be used for future work to focus SLSCB's efforts. However, as well as requiring partner engagement, SLSCB also may need to address the structural issues arising from its status as a relatively small board given Slough's unitary status; many equivalent bodies covered an entire county, but SLSCB needed to undertake an equal amount of work in many areas (e.g. organising meetings). The Prime Minister had announced a fundamental review of the system, which would report Spring 2016, and this may well impact on future arrangements.

The Panel raised the following points in discussion:

- The understanding of roles and responsibilities regarding SLSCB was inconsistent in partner organisations. Thames Valley Police were very engaged although funding remained an issue. SCST was also very involved (especially with regards to child sexual exploitation and missing children) whilst SBC was adjusting to its new role since SCST's installation. Other partners could be more passive. The SLSCB Chair's position was based on influence and applying pressure for action.
- However, a major issue was ensuring that agreed actions were carried through. One issue on this matter was getting representatives with sufficient seniority to attend SLSCB meetings.
- A CSE Co-ordinator had been appointed, as well as a permanent Business Manager and administrative support.
- Multi-agency auditing was taking place and partners had been asked to address issues arising. Whilst this was not fully completed by the time of Ofsted's inspection, SLSCB would now be in a position to demonstrate the completion of these audits.
- A threshold document had also been circulated, although required updating in light of Ofsted (e.g. CSE, female genital mutilation and Prevent legislation). As a result, this had been worked on and was ready as a draft document for SCST. SLSCB was offering challenge to partners regarding the quality of referrals, and performance indicators were demonstrating a greater understanding of related matters.
- As trust in the system improved, so matters coming to SLSCB would be filtered appropriately. Previously, the reputation of social services had led to too many disparate or unsuitable issues being referred to SLSCB.
- The SLSCB Chair was not in a position to enforce changes in membership, although they could advise partners. Representation from officers who were insufficiently senior to enforce actions in partner organisations had been an issue. As a result, a request had been made for Director level representatives, and this was increasing.
- Regardless of the outcome of the review into boards, SCST would remain a provider and SLSCB a co-ordinator; therefore, SCST could

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not take over SLSCB. However, SLSCB did support different means for achieving its objectives, and the review could allow it more freedom in pursuing this. SLSCB also had ambitions to become an 'early adopter' of any changes, rather than waiting passively for their imposition.

- The issue of resourcing was regularly raised at SLSCB meetings and in its annual report. SLSCB would overspend by approximately £20,000 in 2015 – 16, and next year stood to have the same budget. As a result, it needed to consider its delivery plan.
- Funding difficulties had also led to SLSCB meetings being too focused on this matter, when effort could have been more effectively spent elsewhere.
- SBC had supported SLSCB's improvement initiatives and made some direct interventions.
- SLSCB was disappointed with the progress noted by Ofsted. Performance data and auditing would be needed to analyse the work of partners effectively, although SCST had helped improve SLSCB's position.
- Cabinet was committed to placing children as the top priority. This needed to be disseminated to partners, and reciprocated to build trust in working relationships.
- As part of any realignment of SLSCB work, agendas would be focused on a smaller number of central issues to improve impact. However, it was a concern that partners who worked well together in other forums were less effective in SLSCB.
- To improve frontline practice, the work of SLSCB sub groups would be assessed. This would then be used to raise all sub groups to the levels of the most productive.
- Members raised concerns as to whether problems with auditing affected all areas of SBC. SBC's Chief Executive had raised concerns as to whether audits were being completed in Children's Services, and if so whether this was to an adequate level. In future, SBC needed to reach a point where auditing was an automatic function rather than an activity which was only conducted upon request.

### **Resolved:**

1. That the Panel receive a report on progress in July 2016, and a full update on progress made on Ofsted recommendations in autumn 2016.
2. The Commissioner for Education and Children to investigate potential funding from SBC for SLSCB.
3. That a Member of the Panel would attend an SLSCB meeting, with a reciprocal return visit also to take place.

## **44. Tackling Child Sexual Exploitation In Slough - An Update**

Child sexual exploitation (CSE) had been established as an absolute priority for SBC, SCST and Thames Valley Police. Since the establishment of SCST, a number of key strategic and operational areas had seen progress.

Firstly, a multi-agency CSE team had been set up and was modelled on the Kingfisher Team operating in Oxfordshire. In addition, the team dealing with

## **Education and Children's Services Scrutiny Panel - 16.03.16**

CSE and missing children would be revised; this had been agreed by the CSE Sub Group and would be signed off in March 2016. Finally, resources had been identified for this work (a manager and 2 dedicated social workers plus a separate CSE Co-ordinator). This project team would be led by a Thames Valley Police representative and also include members from health and education. Return home interviews were now being undertaken and the intelligence gained shared with police; additional training on information sharing was being held to support this.

The Panel raised the following issues in discussion:

- Intensive research into CSE and related areas was being undertaken in order to identify vulnerable children. Panels also had a variety of mechanisms for raising cases as they emerged.
- Schools were also identifying potential CSE, whilst Neighbourhood Teams were being trained to recognise warning signs of CSE when accessing properties.
- SCST was working with the Young People's Service to tackle CSE, and also adopting a varied approach as appropriate when dealing with agencies.
- The Safer Slough Partnership had also discussed CSE and domestic violence in the context.
- Community Safety Teams were working on cases of long term grooming, with targeted family support also offered directly to affected parents.
- Alternative schooling was an area of national weakness for local authorities, with the regulation of tutors proving problematic. SCST was working with other agencies to map responsibilities for the matter.
- A new initiative (CSE Awareness Champions) had been established amongst social workers.
- Members wished to record their support for the work being undertaken and the partnership approach being used to secure progress.

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

### **45. Forward Work Programme**

**Resolved:** that the work programme be noted.

### **46. Attendance Record**

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

### **47. Date of Next Meeting - 21st April 2016**

(Note: The Meeting opened at 6.33 pm and closed at 9.37 pm)

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 21 April 2016

**CONTACT OFFICER:** Krutika Pau (Interim Director of Children's Services)  
**(For all enquiries)** (01753) 875 751

**WARD(S):** All

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

**SECURING IMPROVEMENTS IN THE EXPERIENCES AND PROGRESS OF CHILDREN  
LOOKED AFTER AND ACHIEVING PERMANENCE – SERVICE UPDATE**

1 **Purpose of Report**

- 1.1 To set out the work that is already underway and plans for further service developments for ensuring improvements are made in the experiences and progress of children looked after and achieving permanence.

2 **Recommendations**

- 2.1 The Panel is requested to consider this report and make any comments and recommendations as appropriate..

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

3.1 **Slough Joint Wellbeing Strategy Priorities**

**Safer Communities**

Carrying out the statutory role of the local authority to provide services for children in need, to safeguard them and look after children whose parents are unable to do so.

3.2 **Five Year Plan Outcomes**

**Outcome 5: Children and young people in Slough will be healthy, resilient and have positive life chances**

The establishment of the Slough Children's Services Trust aims to make Slough children's services one of the best providers of children's social care in the country, providing timely, purposeful support that brings safe, lasting and positive change.

## 4 Other Implications

### (a) Financial

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

### (b) Risk Management

There are no specific risks associated with this report.

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

In September 2015, the Secretary of State issued a Direction transferring various children's services to Slough Children's Services Trust ('the Trust'). Although the Trust performs services on behalf of Slough Borough Council, the Council retains all its legal obligations for the statutory duties.

On 30 September 2015, the Council entered into a contract with the Trust governing the provision of services by the Trust. The contract with the Trust contains various monitoring powers so that the Council can assure itself that vulnerable children in the borough are receiving the best support possible.

### (d) Equalities Impact Assessment

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

## 5 Background

- 5.1 The four week Ofsted 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. The report found the experiences and progress of children looked after and achieving permanence to be inadequate. Ofsted's summary of their findings for this section of the report published on 17 February 2016, is attached as **Appendix 1**.
- 5.2 The Council and the Trust are working collaboratively and positively together to enable rapid and sustainable improvements in the experiences of children looked after. This includes a robust review of the corporate parenting arrangements within Slough. The Trust is responsible for responding to the majority of the recommendations from Ofsted as they relate to the quality of practice and experience of children in the system. An action plan from the chief executive of Slough Children's Services Trust to the director of children's services setting out the planned improvements and the progress made to date is attached as **Appendix 2**.
- 5.3 Due to the timing of the scrutiny panel this action plan has not yet been scrutinised by the Slough Children's Services Trust Board, it is intended this will be undertaken at the next meeting in order to ensure the Trust's governance requirements are met.
- 5.4 The Ofsted report also noted that the *council 'has not been a good corporate parent. The Corporate Parenting Strategy lacks ambition and rigour, and the Corporate Parenting Panel has not received and scrutinised comprehensive performance information....the views of children looked after and care leavers have not been*

*sought and analysed actively enough, and so they have not influenced the shape and quality of services.'*

5.5 Since January 2016 and working together, the Council and the Trust have supported members of the Corporate Parenting Panel (CPP) to:

- a) Agree a new Pledge with the Slough Children in Care Council (CCC), which is attached as **Appendix 3**. The Pledge was presented by the Children in Care Council to cabinet on 11 April and is scheduled to be presented by the Lead Member for Education and Children to Council on 19 April for endorsement.
- b) Consider best practice and alternative models of how CPP operate in authorities judged to be 'good' by Ofsted, including membership and governance.
- c) Hear the views of the Children in Care Council and their experience of how the CPP currently functions and what changes would improve this experience.
- d) Consider their response to the findings of the Ofsted inspection and what they need to do differently to ensure they have clear oversight of the experiences and progress of children looked after, in particular
  - How can we better understand and meet the needs of children looked after
  - How do we create opportunities and actively listen to the voice of the child, to enable better planning and delivery of services
  - How do we ensure that children looked after make good progress and achieve excellent educational outcomes
  - How do we provide comprehensive support for care leavers which improves their life chances and is delivered in a way which is meaningful to them
- e) Consider a revised draft corporate parenting strategy.
- f) Act as independent visitors to children's homes in Slough.

5.6 At the next CPP meeting in the new municipal year, the following will be presented for approval:

- a) A revised corporate parenting strategy with an associated action plan clearly setting out required actions with timelines and named officer and member responsibilities.
- b) A scorecard which would include quantitative and qualitative measures, so that the CPP has clear oversight of the progress being made on the delivery of the action plan.
- c) Revised terms of reference for the CPP.
- d) A forward plan constructed of themed meetings, setting out the annual work programme of the panel.

5.7 Section 11 Audits – The council has undertaken a Section 11 audit, as required by the Local Safeguarding Children Board in December 2015 – January 2016. The results are currently being analysed and an action plan developed to address issues identified.

## 6 Appendices

- '1' - Page 19 (Summary of the section on the experiences and progress of children looked after and achieving permanence) of the Ofsted report on the Inspection of services for children in need of help and protection, children looked after and care leavers, published on 17<sup>th</sup> February 2016.
- '2' - Action plan from the chief executive of the Slough Children's Services Trust to the director of children's services.
- '3' - Pledge to Slough's looked after children (April 2016).



## **The experiences and progress of children looked after and achieving permanence**

## **Inadequate**

### **Summary**

Often, decisions to look after children are not timely or well assessed. Too many children who are now looked after have been left in situations where their needs have not been met or where they have experienced further harm. Decisions to start legal proceedings are often delayed, although once proceedings commence they progress quickly. Very recently, social workers and managers have taken decisive action to protect children who have experienced long-term neglect.

In Slough, there is a lack of targeted multi-agency edge-of-care support to enable children to remain at home or to return home. Where the plan is for a child to return home, the support provided is not consistently robust.

Social workers do not always know children well enough to be able to ensure their needs are met and that their lives improve. Assessments and care plans are often not up to date or do not sufficiently reflect children's individual needs. When children go missing from care or are at risk of being sexually exploited, risks are not comprehensively known, tracked or followed up, leaving these children and young people at risk of further harm.

The virtual school is ineffective and has been for at least a year. The council has not afforded the role of head of the virtual school sufficient status or priority. Children looked after do not receive the support and guidance they need to do well in school. Statutory reviews are regular and detailed, but involvement of children is poor.

Independent Reviewing Officers (IROs) are not influential enough in challenging or changing plans for children. Leaders have not helped the Children in Care Council to be as effective as it could be. The views of children looked after are not systematically heard or acted upon and commissioning arrangements for advocacy and the independent visitor service are weak. Local placement choice is very limited and too many children live too far from home.

Although most children move to their adoptive families quickly, some children who are older, have complex needs or who need families together with their brothers and sisters wait too long. Not all child permanence reports are good enough. Some children do not receive life story books at the right time. Letters for later life are detailed but not all are written well. Post-adoption support is a strength.

Support for care leavers is not sufficiently comprehensive or integrated. Too many care leavers do not feel safe, and do not receive the help, advice and guidance they need and are entitled to. This means that they are not consistently safeguarded or empowered to achieve all they are capable of. Pathway planning is weak overall. Care leavers are effectively helped to access employment, education or training.

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**APPENDIX 2: CHILDREN LOOKED AFTER ACTION PLAN**

**Virtual School**

<b>Ofsted Recommendation</b>	<b>Actions</b>	<b>Lead</b>	<b>Timescale</b>	<b>Progress</b>	<b>Impact / Outcome</b>
OR 21	Recruitment of Virtual School Head	RK	6 <sup>th</sup> June 2016	<p>An experienced Virtual School Head has been recruited and has commenced with the Trust part time until 6<sup>th</sup> June when she will be in post full time.</p> <p>An experienced Interim Head is in place and is implementing the action plan.</p>	<p>Plan in place and being implemented.</p> <p>Recruitment successful</p>
OR 21	Monitor improvement plan in place for Virtual School.	RK / DR	Plan reviewed and updated by end of March 2016	<p>Detailed action plan is in place and regularly monitored. Attachment Training delivered and future dates booked. The restructure report for the Virtual School team is completed.</p> <p>Welfare Call draft contract completed to monitor school attendance, the VS governing body, professionals and designated teachers meetings set up for the remainder of academic year.</p> <p>Activities day in Oxford university and at Haybrook completed with children in care.</p> <p>Regular Foster Carer Drop Ins set up, and ePEP training delivered to adopters.</p>	<p>Monitoring of improvement plan is in place, regular meetings with professionals and activity with young people .</p>
OR 21	Improve quality of PEPS and ensure they involve children	RK / DR	Quantity of PEPS on system improving end of	Dual authentication removed from ePEP system, ePEP training completed, ePEP Champion appointed and in place.	Improve quality of PEPS and ensure they involve children and young people

	and young people and are reviewed in timescales.		April 2016 Quality Assurance June 2016 Training July – Oct 2016	Reach Out group (CIC council) reviewed children's section of PEP positively, support in place for social workers and designated teachers to complete PEPs, Training officer from eGOV providing on site support for two weeks. Quality of PEPs – training and support planned for July 2016 for SW and September 2016 for Designated Teachers. Random sample audit of PEPs to be completed by June 2016.	and are reviewed in timescales.
OR 21	Support for children placed out of the borough	RK / DR	Restructure agreed end of March 2016 Job Descriptions, advertising and appointments by end of May 2016	Restructure of Virtual School underway to increase capacity to support children out of borough. Education support Worker is focusing on 16-18 year olds placed out of borough to reduce NEET figures. New Care Leavers panel commenced on 7 <sup>th</sup> April to consider consistent support for young people leaving care including EET, suitable accommodation and last in touch visit and pathway plan.	Support for children placed out of the borough
OR 21	Develop a comprehensive data set to provide an evidence base of the impact / effectiveness of the Virtual School.	RK / DR / CH	Full accurate data set in place end of February 2016. Dataset providing evidence of impact and effectiveness in place end of May	Data analyst and PEP champion are in place on temporary contracts to collate and analyse all PEP data.	Develop a comprehensive data set to provide an evidence base of the impact / effectiveness of the Virtual School.

OR 21	Monitor the use of the Pupil Premium and ensure it is used fully to support pupils as allocated.	RK / DR	2016	<p>Use of pupil premium monitored end of February 2018</p> <p>School consultation on new pupil premium policy by end of July 2016</p> <p>Use of Pupil Premium recorded on central data set by July 2016</p>	<p>Pupil Premium funding located in SBC cost centre E928.</p> <p>Early Years Pupil premium found in SBC from April 2015. Books ordered for children who did not receive premium.</p> <p>Pupil Premium reminders sent to all schools, invoices sent in and paid, monies recorded against individual children. Use of Pupil Premium recorded on individual PEPs.</p> <p>Plans in place to transfer all information about PP usage and effectiveness on to central record by July 2016. Briefing report to be completed for SMT regarding the use of pupil premium, and this information will also be shared with schools forum.</p>	<p>Monitor the use of the Pupil Premium and ensure it is used fully to support pupils as allocated.</p>
OR 21	Further development of links with Cambridge Education to ensure closer working with children who are looked after.	RK / DR		<p>Regular meetings set up to discuss transition of services</p> <p>End of March 2016</p>	<p>Virtual Head has met with Assistant Director Cambridge Education (CEA) and has gained clarity regarding services covered by CEA. Meetings planned with CEA and Senior Leaders of SCST to discuss which services should sit where in the transition of CEA, in order to have most impact on the life chances of children across Slough and OOB.</p>	<p>Further development of links with Cambridge Education to ensure closer working with children who are looked after.</p>
OR 21	Virtual school to work with schools / colleges to address issues of bullying and discrimination.	RK / DR		<p>All meetings attended by March 2016</p>	<p>Virtual Head and members of the Trust have visited schools, attending SASH and Primary Heads meetings to share information. Virtual head invited to schools forum to discuss safeguarding in schools. Schools forum have allocated £100k for Virtual head post and</p>	<p>Virtual school to work with schools / colleges to address issues of bullying and discrimination.</p>

				Newsletters begin March 2016	£47k for safeguarding training. Plans being made to develop regular newsletter between Trust and schools.	
	<b>Edge of Care Support</b>					
OR 4	Review and develop targeted multi-agency edge of care support.	RK	31-03-16		An invest to save report has been completed and work will progress based on recommendations in the report and decisions of the Children's Trust Board.	
	<b>CSE and Missing</b>					
OR 16	Develop a clear multi- agency policy on the management of children who go missing from school, care or home.	RK	31/03/16		Policy and action plan regarding children missing from care, school or home has been completed and agreed by the LSCB. This has been published on the Tri.x website and shared with the Trust staff and all agencies.  All children who go missing from care, home or school receive independent return home interviews. This includes children who are not open to the Trust. The Trust has been funding a post within Young Peoples service from October 2015 to enable this to happen.  For looked after children placed out of Slough National Youth Advocacy Service (NYAS) complete independent return home interviews. Intelligence from all RHI's is shared at SEMRAC (Sexual Exploitation &	

				<p>Missing Risk Assessment Conference) panel and with Thames Valley Police.</p> <p>Development of multi agency CSE team for Slough has been agreed with joint funding between SBC and the Trust. The implementation of this project has now commenced.</p>	
OR 20	Implement the LAC Sufficiency Strategy	RK		<p>LAC Sufficiency strategy has been completed and published.</p> <p>Placement Panel meets on a weekly basis</p> <p>A new Commissioning unit is being scoped and will be established.</p> <p>The Head of Service is meeting with all 16+ supported accommodation providers regarding sufficiency for Care Leavers.</p> <p>A new multi agency Care Leavers panel commenced on 7<sup>th</sup> April 2016, to review and strengthen consistent support to our young people Leaving Care.</p>	Children and young people looked after are now tracked more effectively and decisions on placement moves are made in a regular planned forum.
OR 19 OR 12	Commission advocacy services and embed use of advocacy across the Trust	RK	March 2016	<p>A new contract has been awarded to NYAS to provide advocacy, Independent Visiting and return home interviews (see OR12 for additional information).</p> <p>A new contract has been awarded to NYAS to provide advocacy, Independent Visiting and return home interviews, commencing 1<sup>st</sup> April 2016.</p> <p>A draft contract has been completed with NYAS who will allocate;</p>	





OR 20	Revise and implement the Staying Put Policy	RK		<p>the service.</p> <p>Cornerstone has been commissioned to support recruitment of foster carers and achieve sufficiency requirements.</p> <p>This will be completed by May 15<sup>th</sup> and will be further enhanced by the operational progress via the Care leaver's panel commencing on 7<sup>th</sup> April 2016.</p>	<p>More young people will remain staying put in their foster placements from aged 18 to 21. This will enable young people to gain further skills and resilience with the support of their foster carers and better enabled to be successful in an independent placement.</p>
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.	RK	30-04-16	<p>An action plan has been developed to support and improve the participation of young people looked after and care leavers.</p> <p>The Looked After Children's Pledge has been reviewed and a new Pledge completed by the CICC Reach Out Groups.</p> <p>The Reach Out Juniors group (aged 8-11 years) was established in December 2015.</p> <p>The new multi agency Care Leavers panel will assist to identify and establish the Care leavers group. This will be in place by end of May 2016.</p> <p>A Reach Out Speak Out Helpline has been launched week beginning 28 March which will provide an additional opportunity for young</p>	

			<p>people to raise any concerns. This helpline will operate during evenings and weekends too for children to talk about any concerns that they may have. This will provide valuable feedback on children and young peoples views about the quality of services they are receiving for example; how they feel about their placements or education.</p> <p>The recent Spring Activity day was well attended and the Trust has collated feedback from children about how they felt about the day and suggestions for future activity days. The Activity day was well supported by Councillors, with 3 Councillors attending and taking part in activities with children.</p> <p>An online consultation form has been completed for Looked After Children's reviews. This will assist children and young people to directly feedback their views to their Independent Reviewing Officer and improve participation.</p>	
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## **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.



### **Our promises to our looked after children in Slough**

- ◆ We will make sure that social workers take the time to get to know and understand you. We will make sure that social workers are friendlier and listen to you more.
- ◆ We will help you to have the same social worker for a long time.
- ◆ We will make sure that foster carers treat you the same as their own children, so there is no favouritism and give you the care and love that you need.
- ◆ We will make sure you have access to and are provided with the right advice and support to ensure you are physically and emotionally healthy.
- ◆ We will help you have a healthy diet (one of your 5 a day) and make sure you have opportunities to take part in activities that will keep you healthy.
- ◆ We will help you to stay where you are living if that is what you want.
- ◆ We will help you to you get the best educational outcomes and have a computer to help support you with your education.
- ◆ We will make sure you have the opportunity to take part in activities and hobbies.
- ◆ We will help you to keep in touch with your friends and receive the right information about staying over at your friend's house.
- ◆ We will help you to be involved in the decisions that are made about you and any decisions and plans that are made about your future.
- ◆ We will help you to be involved in choosing your placement and to know more about where you are moving to, including being able to visit any new carers before you move.
- ◆ We will ensure you receive the best advice and support about applying for college and university, applying for a job and for your future career.
- ◆ We will help and support you to learn about budgeting, how to cook, clean and other independent living skills.
- ◆ We will support you to find a place to live, that is safe and secure and is suitable for your needs. We will ensure we plan ahead to make sure that, together, we find the right place for you, when you move on from care.
- ◆ We want to support you to have contact with your family and friends. If this is not possible we will tell you why.
- ◆ We will offer you the support of an advocate or independent visitor if you feel that you are not being supported. Sometimes you may find it difficult to say what you want and you may want some support to put your views forward.
- ◆ We will listen if you have a complaint or would like to praise someone.
- ◆ We will make sure you can speak to someone who you trust about anything you are worried about, even at evenings and weekends.
- ◆ If we make a promise to you we will keep it.



**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 21 April 2016

**CONTACT OFFICER:** Krutika Pau (Interim Director of Children's Services)  
**(For all enquiries)** (01753) 875 751

**WARD(S):** All

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

**CAMBRIDGE EDUCATION – ANNUAL REPORT**

1 **Purpose of Report**

1.1 This is the annual report from Cambridge Education providing an account of the second year (30<sup>th</sup> September 2014 – 29 September 2015) of the contract of working together with Slough Borough Council to deliver education services across the community.

2 **Recommendations**

2.1 The Panel is requested to consider this report and make any comments and recommendations as appropriate.

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

3.1 **Slough Joint Wellbeing Strategy Priorities**

**Priorities:**

- ***Economy and Skills*** - *Slough will be an accessible location, competitive on the world stage with a sustainable and varied business sector and strong knowledge economy, supported by a local workforce who have the skills to meet local businesses' changing needs.*

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

- **Health** - *Slough will be healthier with reduced inequalities, improved wellbeing and opportunities for our residents to live positive, active and independent lives*

Educational success has a direct relationship with child poverty. Raising educational standards has the potential to break or reduce this cycle of poverty from one generation to the next. Educational success also has the power to improve life chances and promote positive well-being. Research indicates a strong inter-relationship between educational achievement and children's well-being.

#### **Cross Cutting themes:**

- **Civic responsibility** – successful young people will be in a stronger position to contribute to and gain from the community in which they live. Promoting success and leadership in young people can lead to residents who can play a dynamic role in implementing the Strategy and being champions in improving Slough for themselves and for the benefit of everyone.
- **Improving the image of the town** – the educational success of young people in Slough is now recognised locally and nationally with Slough having the 8<sup>th</sup> highest results out of 152 local authorities for pupils gaining 5 or more GCSEs with grades A\*-C, including maths and English. Slough's outstanding schools (all Slough secondary schools apart from one out of eleven are good or outstanding, with seven of them outstanding) are an inducement to come to Slough for its education and for families to stay in Slough to educate their children.

### **3.2 Five Year Plan Outcomes**

#### **Outcome 5: Children and young people in Slough will be healthy, resilient and have positive life chances**

A good education can help to break a cycle of disadvantage and poverty. It can also support children and young people to achieve their ambitions and lead economically successful and fulfilled lives.

### **4.0 Other Implications**

#### **(a) Financial and risk management**

The financial implications and risk management are associated with the ending of the Cambridge Education contract on 30<sup>th</sup> September 2016. The details of this are yet to be finalised. However, this will result in various changes in service responsibility and delivery which will impact on human resources and finance, with arrangements to be formalised for 1<sup>st</sup> October 2016.

Alongside this there are substantial challenges for the Council based on the financial reductions over the next few years. This is at a time when schools' funding arrangements are being reviewed with the likelihood of significant changes in funding allocations for the services referred to in this review. Given that some services are purchased by schools, and given their increasing financial pressures associated with increased national insurance payments, pension costs and inflation, it is likely this may result in reduced spend.



Also, any financial changes introduced over the remaining months are likely to have implications for the scope of the contract. In the meantime, the contract continues in its current form with the same financial commitments.

(b) Human Rights Act and Other Legal Implications

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

(c) Equalities Impact Assessment

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

## 5 Background

- 5.1 The Cambridge Education Annual Report is attached as **Appendix 1**. This provides an overview and a narrative about what has been achieved over the last year (leading up to 30th September 2016), areas for further improvement, the challenges ahead with proposals for development and mitigating risks. Performance data against key performance indicators is attached as **Appendix 2** Details are also included about the levels of customer satisfaction with the services being delivered and are attached as **Appendix 3**.
- 5.2 The key successes are:
- Better Children's Centre provision leading to improved outcomes for the most vulnerable families with very young children
  - More Slough children being educated in schools which are judged by Ofsted to be 'Good' or better
  - Improvements in attainment and progress for more pupils at most stages of their learning
  - Timely access to help and support for more vulnerable children in school
  - Modified arrangements for in-year admissions to school which are responsive in setting up prompt placements
- 5.3 The main areas for improvement are:
- Ensuring safeguarding is robust across all services
  - Ensuring further improvements in Children's Centre provision for vulnerable children and their families
  - Ensuring that a higher percentage of Slough children are educated in schools which are 'Good' or better
  - Accelerating the improvements in Key Stage 2 performance across Slough schools, particularly with maths and reading
  - Timely and appropriate engagement with vulnerable groups with the focus on closing the achievement gap for these groups with their peers
  - Supporting the Local Authority in ensuring sufficient and appropriate high quality and effective early years and school provision, available in the right places at the right time
  - Early identification of children with additional needs, meeting these needs and confirming positive outcomes, particularly preparing for Ofsted scrutiny from May 2016 when the new inspection regime commences
  - Improving primary school attendance which will contribute positively towards improving educational achievement.

5.4 The contract between Cambridge Education and Slough Borough Council is now in its final year (October 2015 to September 2016) and comes to an end, in its current form, on 30th September 2016. Responsibility for the delivery of the services which are currently managed by Cambridge Education will transfer to the Council and the Slough Children's Services Trust and are subject to the second Direction issued by the Secretary of State in September 2015.

## 6 **Appendices**

- '1' - Cambridge Education Annual Report 2016
- '2' - Key performance indicators with outcomes
- '3' - Feedback and Customer Satisfaction

**Cambridge Education Annual Report 2015**  
**Second Contract Year**

**Executive Summary**

This year has seen positive progress across the portfolio of services that Cambridge Education provides for Slough children and their families. We are proud of many of the achievements made given that they are set against a rapidly changing environment with the arrival of Slough Children's Services Trust, a marked increase in demand for many services and confirmation that the existing contract will expire at the end of its initial term of three years (30<sup>th</sup> September 2016). This shows our team's commitment to continuous improvement and better value for money. We have sought to be a productive and supportive partner to Slough Borough Council and the wider community and this has borne dividends in many areas including:

- Better Children's Centre provision leading to better outcomes for the most vulnerable families with very young children
- More Slough children being educated in schools that are judged by Ofsted to be 'Good' or better
- Improved attainment and progress for more pupils at most stages of their learning
- Timely access to help and support for more vulnerable pupils in school
- A more cohesive, mutually supportive workforce which finds effective, efficient and economic solutions to the challenges for their services.

During the first months of the contract all service areas were reviewed and changes implemented. These changes have been driven by the need to achieve greater efficiencies, effectiveness and improved quality and have resulted in a more integrated and supportive team. As a result of business process re-engineering, all services are now underpinned by a single team, providing finance, administrative and data support.

The second year of the contract has further strengthened our relationship with the Local Authority and increased the credibility of the service with partners, particularly with schools. The service is now well placed to maximise impact and improve outcomes for children, young people and families during the third year.

There is still much to achieve in the remainder of the contract and the overarching priorities are:

- Ensuring safeguarding is robust across all services.
- Supporting the Local Authority in ensuring sufficient and appropriate high quality and effective early years and school provision, available in the right places at the right time. Securing sufficient primary places for in-year admissions are the main focus at present.
- Promoting children's development and raising children's achievements, particularly with attainment and progress. The focus is on Key Stage 2 achievement with reading and maths.

- Early identification of children with additional needs, meeting these needs and confirming positive outcomes, particularly with preparing for Ofsted scrutiny from May 2016 when the new inspection regime commences.
- Timely and appropriate engagement with vulnerable groups with the focus on closing the achievement gap for these groups with their peers. Particular emphasis has been placed on support and challenge with the following groups: White disadvantaged boys, Black Caribbean children, Children Looked After (CLA), children with special educational needs and disabilities (SEND), Gypsy, Roma, Travellers (GRT) and those children eligible for Free School Meals (FSM). This supports Priority 7 of the Children and Young People's Plan.
- Good quality and effective early years provision with high levels of engagement, and meeting statutory requirements.
- Children's centres working effectively with partners to provide early learning and child care opportunities to promote children's development and education with a focus on support for vulnerable groups and their families; alongside help and advice on children and family health, parenting, finances, training and employment.

These priorities contribute to the aims of the Borough Council as laid out in the Well-Being Strategy and the Five Year Plan.

Alongside these priorities, a significant challenge for the coming year will be retaining service quality and impact due to the impending ending of the current contract and any impact the re-organisation or disaggregation may have on services as a result.

## **School Improvement and Raising Standards**

### **Annual Performance summary**

The School Improvement Service (SIS) continues to operate on a consultancy basis, employing seven part time consultants, which equates to approximately three full-time equivalents (FTE). This is a format that has been agreed with schools as the most appropriate model as it provides the flexibility to challenge schools with knowledge of their context. Schools speak highly of this support and are clear that they wish to see this continue. It is critical that this challenge and support is impartial, objective and operates with integrity.

During the past year in the maintained sector the team has worked with all five nursery schools, 13 primary/junior and infants schools, and four secondary schools. The team has also worked with 9 primary and 6 secondary academies, nearly two thirds of all Slough schools, including all maintained schools. It is significant that 15 academies have voluntarily opted to be part of this scrutiny process, an increase of nearly 50 %.

In the maintained sector there are one primary school and one secondary school in the Ofsted category of 'Requires Improvement' (RI). There are nine maintained primaries rated as 'Good' and one as 'Outstanding'. Ofsted also rates the only maintained infant school as 'Outstanding'. In the secondary sector there are two rated as 'Good' and one as 'Outstanding'. This is an overall improvement since last year with 77% (up from 66% in 2014) (or 85% of maintained schools) of primary pupils now being taught in primaries rated as 'Good or better' by Ofsted. There is still a job to be done in raising the remaining two maintained schools to Good or better, alongside the five primary academies. Cambridge

Education continues to pursue its approach of monitoring and robustly challenging these schools, predominantly through the regular Strategy Action Group (SAG) meetings.

Department for Education (DfE) data for the summer 2015 results indicate that there has been a significant increase in standards at Early Years Foundation Stage (EYFS) so that 65% of children are making Good progress compared to 50% in 2013. In Key Stage 1 (KS1) we have also seen continued, sustained improvements in reading, writing and mathematics. Although there has been a slight drop in the overall figures for Key Stage 4 (KS4) 5A\*-C, including English and mathematics, DfE figures indicate that Slough is ranked the 8<sup>th</sup> highest local authority (LA) in the country for its GCSE results.

At Key Stage 2 (KS2) the results have not been as encouraging with the year showing no improvement in the percentage of pupils gaining Level 4 and above in reading, writing and mathematics. This places Slough at 116<sup>th</sup> out of 152 local authorities (4<sup>th</sup> quartile). In 2014 Slough was placed at 88<sup>th</sup> (3<sup>rd</sup> quartile). This has become an area of particular focus and a number of actions have been initiated to address this issue, including establishing two borough-wide mathematics programmes, one for Year 6 and one for Key Stage 2. Additionally, White disadvantaged boys, Black Caribbean pupils, SEND, Children Looked After, Gypsy, Roma, Travellers (GRT) and those on Free School Meals are being targeted. Schools where there have been specific concerns are being worked with individually and in the case of those that are academies, an offer of help has been made.

### Key Achievements

Progress has been made during the academic year (2014-15) with one 'RI' primary school moving to 'Good' and one primary maintaining its 'Good' status. Furthermore, our only maintained 'Special Measures' (SM) primary was inspected by Ofsted and declared to be 'Good'. Only two primary schools in the country have made such significant progress in 2014/15.

A number of academies have accepted our offer of support and this has helped one of the primary academies move from 'RI' to 'Good'. We are also working with one infant academy which is in 'SM', one with no Ofsted status (schools that become sponsored academies have no Ofsted status for the first 18 months, known as 'No Formal Designation - NFD) and one that is 'RI'. Out of the six Ofsted monitoring visits by Her Majesty's Inspectors (HMI) all but one have stated that the schools are making progress.

As a result of the outcomes from previous Ofsted inspections of the Council's safeguarding and Children's Social Care services, Cambridge Education has supported the Council in its identification and monitoring of children looked after (CLA) in Slough schools. We have made substantial progress and schools are now held strongly to account. Plans now exist for their academic provision and schools have a designated member of staff responsible for the welfare of the CLA in their schools and their statutory duties towards these children and young people. The Lead Consultant for CLA is in regular contact with the schools and maintains a close monitoring brief to ensure they fulfil their responsibilities toward the children. However, there is still a substantial task to be addressed in raising the attainment and progress of CLA who are for the most part functioning at levels significantly lower than their peers.

In the secondary sector one of the priorities has been to ensure that pupils are provided with impartial and comprehensive advice with regard to careers which is a necessary statutory function. Through the support and challenge provided by Cambridge Education seven secondary schools have applied and are working towards a national certificate related to demonstrating this requirement and further work is planned with the remaining secondary schools during the current academic year.

We also have continued to work closely with colleagues within the Council to ensure education strategies and policies are in place and that these address the priorities in the schools in the Borough.

### Key Priorities for 2015-16

The key priority for Slough primary schools is improving attainment and progress at KS2 given that performance is 2% below the national average. In partnership with Schools Forum, Slough Learning Partnership and the Slough Primary Headteachers' Association, additional arrangements are now in place for training to be delivered to improve pupil attainment and progress in key areas – particularly mathematics, reading and the vulnerable groups referred to above (White disadvantaged boys, Black Caribbean, Children Looked After, those on Free School Meals, Roma, Gypsy, Travellers and SEND). Alongside the training, various other approaches are being fostered related to schools focusing on their own responses to self-improvement, school-to-school support, drawing on the Slough Learning Partnership, the use of National Leaders in Education (NLEs), Specialist Leaders in Education (SLEs), System Leader local experts and other external specialists and programmes.

Teacher recruitment remains what is arguably the most significant problem across all schools and although this is not part of the scope of the contract with Cambridge Education, the impact of insufficient high quality and effective teachers is considerable. We have facilitated a programme now being run by schools themselves to help address the challenge. Headteachers across Slough have identified recruitment as currently their most significant issue and have raised this with the Council with support in considering some joint approaches, including exploring accommodation options, given the challenges in attracting staff in other areas, such as social workers.

### Case Studies

**St Ethelbert's Primary School** is an excellent example of what can be achieved with effective intervention. As part of the Local Authority's (LA's) monitoring of schools, St Ethelbert's was identified as a school experiencing difficulties with regard to leadership. Consequently, the LA applied for, and appointed an Interim Executive Board (IEB). The IEB implemented changes in the leadership of the school; nevertheless, Ofsted inspected the school soon after the IEB began and it was placed in Special Measures. For the following 18 months the IEB and Cambridge Education worked in partnership with the school's Senior Leadership Team (SLT) to raise educational standards and in early 2015 the school was inspected again by Ofsted and found to be 'Good', one of only two schools across the country to have gone from Special Measures (SM) to 'Good' in one inspection cycle.

**St Joseph's Secondary School** had a number of major issues – financial, no head teacher in post and an Ofsted inspection rating it as 'Requiring Improvement' (RI). With significant support from the LA, Cambridge Education and Schools Forum, the school managed to reduce its debts which allowed it to continue without significant cuts to the curriculum or teaching staff which could have impacted on learning. The LA 'brokered' the support of a local head teacher who ran the school for a period of time while the governors secured permanent leadership. Over the past 18 months Cambridge Education has been working with the governing body, the school's senior leadership team and HMI to secure the required improvements. A completely new leadership team was appointed, the governing body 'slimmed down', with a full review of its effectiveness leading to extensive re-training. The result of this intervention and challenge by the LA, CE and HMI has resulted in much improved educational standards in 2015 and the school is now rated 'Good' by Ofsted with accolades to the strength of leadership and management.

### **Integrated Support Service (ISS)**

#### **Annual performance summary**

The Integrated Support Service (ISS) has delivered a high quality service to schools, children, young people and families across Slough. Individual teams within the service have worked collaboratively to support schools identified as 'Requiring Improvement' by Ofsted. ISS has worked in collaboration with colleagues from the Child and Adolescent Mental Health Service (CAMHS) to support young people with mental health issues in Slough schools and settings.

ISS works closely with the School Improvement Service to promote jointly the raising of the attainment and progress of vulnerable children and young people. Through the engagement with school improvement, the team now has a much stronger understanding of the school systems within which they are working, leading to a stronger and more contextualised approach to their day to day work. This involves using a variety of strategies focused on individuals, groups and systemic approaches, drawing on psychological techniques which are applicable to use in the context of education. Greater emphasis is placed on evidenced based practice and implementing approaches which are monitored and evaluated to test out the benefits for the children and young people in improving their outcomes.

ISS has focused on providing more robust measures of effectiveness of intervention. Measures demonstrate positive changes for vulnerable children who have received support so far this academic year. As a result of ISS intervention, 80% of primary aged children, 55% of secondary aged children in maths, and 64% of secondary aged children in English made the expected level of progress or better in their learning, which is a positive outcome. This has contributed towards closing the gap in attainment between them and their peers. Impact measures have demonstrated a positive increase in staff confidence in how they support vulnerable children in 68% of work in primary schools, 76% of work in secondary schools and 100% of work in special schools.

ISS is a fully integrated service with personnel from the disciplines within it (psychology, SEND and autism), working together with schools using a project focused approach to support the raising of attainment of vulnerable children and young people.

There has been a 45% increase in the number of early years children being referred for an educational psychology assessment to support an education, health and care plan (EHC). Furthermore there has been a 30% increase in referral requests 2014-2015 compared with the academic year 2013 -2014. This increase relates to the increase in the early years population associated with births and inward migration. There has also been a recent increase in referrals from Health for engagement to assess needs. There is also some anecdotal evidence that some families have been attracted to Slough because of positive views about the availability and the quality of support for children with additional needs.

Alongside this, there has been a 50% increase in the number of SEND Tribunals at which the senior educational psychologists have acted as expert witnesses, though this has now decreased following the formation of the Slough Children's Services Trust.

Despite these additional pressures, all the assessment requests have been completed within statutory deadlines. This is as a direct result of the new flexibility and responsiveness built into the team structure. However, this has been at a stretch due to the dearth of educational psychologists nationally which can be drawn on to maintain a full complement of high quality psychologists. On a positive note, the success and credibility of the service has improved over the last 18 months leading to a team which is in a more positive position to attract applicants for substantive posts, interims and agency assignments.

## Key achievements

### *Educational Psychology Service*

- 131 requests for Education, Health and Care Plan assessments (formerly statutory assessments) were received over a 12 month period.
- 100% of assessment requests were completed within the statutory deadlines.
- 100% of EHCP Conversion assessments and plans were completed within the six week statutory timescale.

The service level agreement between schools and the educational psychologists ended in August 2015. A new three year service level agreement has been negotiated with 98% of those schools who had previously bought in. This provides a financial stability for the service, clearly dependent on the strength and impact of service delivery.

ISS works closely with the School Improvement Service to promote jointly the raising of the attainment and progress of vulnerable children and young people. Through the engagement with school improvement, the team now has a much stronger understanding of the school systems within which they are working, leading to a stronger and more contextualized approach to their day to day work. This involves using a variety of strategies focused on individuals, groups and systemic approaches, drawing on psychological techniques which are applicable to use in the context of education. Greater emphasis is placed on evidenced based practice and implementing approaches which are monitored and evaluated to test out the benefits for the children and young people in improving their outcomes.



### *Autism, Social Communication and Interaction Team*

- 69 early years pre-school children received a medical diagnosis of autism from the Multi-Agency Assessment Group at Fir Tree House to which ISS contribute.
- 100% of the families with a child diagnosed as having autism have been offered support through the EarlyBird programme. However, there are still challenges to be addressed in achieving a higher level of engagement. An average of 50% of families offered support take up the offer. Two team members are analysing the issues around take up and looking at why some parents do not engage with the support offered through the EarlyBird programme. Alongside this, one trainee educational psychologist is analysing the impact of the EarlyBird Plus programme on schools as a doctoral thesis.
- 4 EarlyBird programmes have been delivered. Each programme lasts for 10 weeks and is offered to a minimum of 32 families. Parental feedback is externally collated and analysed by the National Autistic Society and this shows that the majority of families accessing the programme reported significant gains in understanding and managing their child's autism as a result of attendance.

### *Teacher Advisor, SEND*

- Support has been provided to groups of pupils in a number of primary schools through the delivery of writing projects and Year 2 literacy projects, including dyslexia. 97% of all interventions made by the Advisor have been recorded as showing pupil progress measured against the schools' own attainment data.
- Training has been provided to 18 schools, SENCo's and teaching assistants with positive feedback about its value and resulting in positive outcomes for children.

### Key priorities for 2015-2016

#### Educational Psychology Service

- Recruitment and retention: The national shortage of qualified educational psychologists has impacted significantly upon the Service. With maternity leave and normal staff turnover the challenge is to retain a full complement of staff so that both the statutory duties and contractual obligations can be met. The growing positive reputation of the service is proving helpful in maintaining and attracting psychologists, together with very active and time consuming focus on trawling for applicants while keeping an eye on ensuring quality in delivery. Engagement of trainees and input into educational psychology courses is being pursued as routes to increase the positive profile of the Slough service and attract applicants.
- Assessments: The number of requests for EHCP assessments has been rising at a relatively unpredictable rate. Strong working relationships with Slough Children's Services Trust will be vital to manage this increasing risk. There has also been an increase in requests for educational psychologists to carry out assessments for Children Looked After placed outside of Slough.
- Early Years: The team is focused on addressing the increasing number of early years children with additional needs who require timely assessment to determine their needs. The complexity of their difficulties and being so young makes the nature of this assessment a significant challenge which requires considerable skills and expertise. These assessment competencies are a priority for mastering to ensure robust and secure judgements.

## Autism, Social Communication and Interaction Service

- **Diagnosis:** There is an increase in the number of children receiving a late diagnosis of ASD. The ASD Service has devised a programme aimed at the older age group. This was piloted in schools during the Autumn Term 2015 and is now being rolled out more widely.
- **Caseloads:** The increasing number of early years' referrals is necessitating a focus of resources on addressing this upturn in demand to ensure that children are having their needs identified and met in a timely manner.
- **Development of Autism Champions:** A new initiative has been introduced which sees the development of an Autism Champion within schools. This is a joint initiative between the ASD team and the educational psychologists. The intention is to have an Autism Champion in each school by 2017. The ISS team is working with Haybrook College to pilot a programme focused on Autism Friendly Schools. Alongside this there is already considerable interest in schools seeking to train key staff to be Autism Champions.

## **School Services and Access to Education**

### Annual Performance Summary

The services provided are clearly defined and include areas such as co-ordinating school admissions, pupil attendance, home-to-school transport, monitoring home education provision, children missing education (CME), licensing and catering.

There have been some notable successes during the second year of the contract including:

- Lower overall absence in secondary schools
- Only 3 permanent exclusions across 28,716 school children
- Fixed term exclusions which are lower than national figures, and are reducing at a time when national figures are increasing.

There has been significant growing pressure on the school admissions service with a rapidly changing profile of applications occurring throughout the year. This appears to be primarily as a result of increasing net migration into the Borough which was not predicted. Renewed efforts are underway to enable both the systems and schools to cope better with this new pressure.

### Key Achievements

With school admissions, primary reception places for September 2015 were offered on the 16<sup>th</sup> April 2015. All applicants who applied on time were offered a place and 97% at one of their preferred schools. This is the same as the closest statistical neighbours, Hounslow and Redbridge, and the national average of 97%, but not as high as Luton at 98% and Hillingdon at 100%. With secondary admissions all parents who applied on time for Year 7 places in September 2015 were also offered a place, and 96% at one of their preferred schools. This compares closely with national and close statistical neighbour averages (Hounslow 94%; Redbridge 95%; England and Luton at 96% and Hillingdon at 99%). These are good results, but subject to parental preference trends which can change each year. The picture is additionally complex in Slough with the high number of grammar schools where a substantial number of pupils come in from other authorities and

significant numbers of Slough children apply but are unsuccessful in securing selective school places.

There has been significant growing pressure on the challenge of securing and funding home to school transport and creative solutions have been sought. A good example of our approach is that two schools are now commissioned to provide home to school transport for eligible pupils. Littledown provided the service from September 2014 and Haybrook from September 2015. Pupils benefit because they are transported by school staff and the costs are lower than using private contractors. Schools benefit because they have access to additional vehicles during the school day for other activities. We are exploring how best to grow this approach through proposals with other schools as well as identifying other mitigation where feasible.

New home education monitoring procedures started in summer 2015. Littledown School is now responsible for arranging visits to families who have decided to home educate and for writing visit reports. These are reviewed by Cambridge Education so that follow up action can be taken if required. It is expected that this will deliver a more consistent, timely service than has previously been in place. Ofsted recently reported favourably on this provision: *'Appropriate steps are taken to build positive relationships with educators, although some families choose not to accept this support.'*

### Key Priorities for 2015-16

Priorities identified for the coming year include:

- In 2013-14 there were 384 children pursued through the children missing education (CME) protocol. This figure was 413 children in 2014-15. This year the number is already at 391 with five months to go and a very strong likelihood of exceeding the figures for previous years. The reasons are related to a growing population where there is substantial mobility in, out and around the Borough, including families going abroad, moving to other parts of the country, pupils not attending and pupils believed to have moved to Slough from another local authority, as well as an increased awareness of the safeguarding issues. This is being dealt with by dedicated team members. This work was commended by the recent Ofsted inspection of safeguarding: *'Notifications to the children missing education coordinator are prompt and appropriate, as are the subsequent actions. The whereabouts of these children are comprehensively recorded and communication with other local authorities is efficient. In the few cases where children are taken abroad, this is investigated in depth.'*
- A full review of the admissions service is underway as this is an area of increased pressure and complexity. Initial work has led to a new primary in-year admissions process which is being implemented, followed by refinements to the secondary in-year admissions arrangements, including modifications to the Fair Access protocols.
- Working closely with the LA to help inform the level and nature of school places required across the primary and secondary sectors, including the range and quantity of provision for special educational needs.
- Maintaining strong performance on high levels of secondary attendance and low levels of permanent and fixed term exclusions, with short duration of the latter.
- Improving primary overall attendance which is currently 97<sup>th</sup> out of 152 local authorities, while persistent absence is more positive at the 41<sup>st</sup> ranking. This will be

addressed through supportive and punitive action where necessary to bring about timely and secure improvements.

- Four year old attendance is at the 151<sup>st</sup> ranking out of 152 authorities. This overall absence is mainly associated with illness and unauthorised absence. The steps taken to improve this include: highlighting the importance of attendance; establishing good patterns early to set positive patterns for the future; the withdrawal of places related to longer periods of absence with parents warned about this; rewards for good attendance: stickers, certificates and referred to on the school/nursery website and first day calls in response to absence.
- Commissioning more schools to provide school transport.
- Providing all the services above as the school population grows and demands on the service increase.

### Case Study

Pupil A, a Year 7 Slough resident, was permanently excluded from a school outside of Slough in May 2015. The School Access Officer (SAO) was notified as Slough has the responsibility to provide education in these circumstances. Pupil A was referred to Haybrook College by the SAO and provided with an interim place. These are provided when pupils are excluded. The SAO attended the governors' hearing that was arranged to consider the permanent exclusion. This was to provide support for Pupil A's mother, who would have preferred that Pupil A remained at her current school. The governors upheld the school's decision to exclude, so it was not possible for Pupil A to remain at her existing school.

The SAO then met with Pupil A's mother to discuss the options for the future and it was agreed that she would apply for a place at a school outside of Slough. The SAO assisted throughout the process. This support included advice on the application process and steering the parent through the application form. The SAO then worked closely with the local authority in which the school is based to ensure the application was considered at their Fair Access Panel. The application was considered in July and Pupil A was offered a place at her preferred school and started in September 2015. This released a place at Haybrook College for another student. This was deemed a successful outcome for the pupil as she was successfully returned to mainstream education within a relatively short period of time.

### Children's Centres

#### Annual Performance Summary

It has been a good year for Children's Centres which saw a re-inspection by Ofsted in March 2015 which resulted in a removal of the 'Inadequate' grading. This demonstrated the significant steps taken by Cambridge Education (CE) to address the weaknesses in the service that had been identified by both CE and Ofsted in the first year of the contract. Ofsted recognised a substantial shift in the quality of provision, most notably commenting on:

- *"A capable leadership team which have brought about major improvements*
- *A significant increase in the number of families registered with the Centres*
- *Effective information sharing with Children's Social Care Services*

- *Good outcomes evident within family files*
  - *Strengthening partnerships which results in better co-ordinated work with priority families*
  - *Early years provision linked to the Centres is at least ‘Good’ with effective sharing of expertise in order to share good practices across the Borough*
  - *The Centres are warm and inclusive hubs of their communities; families feel safe and welcome”*
- (Ofsted report, 2015 p1)

The above, coupled with a demonstrable improvement in both families’ and children’s outcomes provides evidence of a distinct move towards a ‘Good’ outcome at the next inspection. In order to secure this, a detailed and comprehensive Improvement Plan was constructed immediately following the March 2015 inspection – bringing forward both the strengths and rigour afforded from the work undertaken between the previous and most recent inspections, alongside the revised actions recognised as a result of the re-inspection. The ‘areas for development’ cited by Ofsted mirrored those identified by Cambridge Education and we had already started working to address.

### Key Achievements

Registration data provides a limiting factor to inspection grading. At the start of the contract this was at 34%. At the time of inspection, a year later, this had been increased to 72%. Currently, it is at 82% with a figure of over 80% required to achieve a ‘good’ rating.

Quantitative successes of the preceding year are exemplified by the Centres’ engagement with

- 75% of children who are on a low income.  
This is important because research shows that poverty is one of the most significant disadvantages that children can face in their longer term outcomes, educationally, socially and emotionally.
- 91% of white British boys.  
This is important because research shows that, typically and nationally, white British boys are at significantly lower levels than most other ethnic groups with their educational achievement.
- 75% of children under 5 who have an Early Help assessment.  
This is important because research shows that where services can work in an ‘early intervention’ way the results on the child’s immediate and longer term outcomes are considerably improved; it is also more cost effective because it reduces the likeness of the need for statutory safeguarding services to be engaged.
- 84% of children who are the subject of a Child in Need or Child Protection plan.  
This is important because it shows that the Centres are supporting the well-being of the most vulnerable children. In doing so, a graduated ‘step down’ from statutory safeguarding services to targeted non-statutory services is afforded. This supported approach down through tiers of service delivery has been shown to reduce significantly the likeliness of the children being re-referred to statutory services in the following 12-month period.
- 93% of children who experience the effects of domestic abuse in their home.

This is important because the effects of such experiences in early life have been shown to have a significant and profound effect on psychological, social and cognitive development of children.

Qualitatively, 'Partnership Working' protocols have been formalised between the Centres and their key delivery partners. This provides a more secure framework from which inter-agency working is conducted within the Centres. Furthermore, an alignment and strengthening of the process used for tracking the progress of adult learners has been established and has been amalgamated with that used within Adult and Community Learning provision. Within adult learning, a Community Parents scheme is being rolled out with success and with considerable numbers. This will see volunteer parents trained to a City and Guilds Level 2 award in Working with Parents, who then provide low-level family support to other parents locally. This increases the capacity of family service provision and also provides learning and employment opportunities to the volunteers, which helps to mitigate the effects of poverty on children's lives.

#### Key Priorities for 2015-16

Whilst there is a secure and robust platform from which future practice will continue to develop, the key priorities have been identified as:

- Increase the percentage of children under 1 engaging with the Centres, so that services can be offered at the earliest stage, increasing the focus on prevention, particularly for more vulnerable children.
- Increase the percentage of teenage parents which the Centres engage with given that teenage parents can be isolated and often don't fully access the wide range of support services associated with health, education, training and employment, recognizing that support will increase their life chances.
- Increase the percentage of children that the Centres engages with who live in workless households, helping to break the cycle of poverty and deprivation that will have the greatest impact on longer term outcomes for these families.

#### Case Study

"I arrived in Slough with my 3 young children 2 years ago. We didn't know anyone in the area and we had just been placed into an empty house where the locks and doors were broken. I had to leave my previous home due to an abusive relationship so I had no confidence and didn't trust anyone. I didn't speak much English and my son had recently been diagnosed with autism, so life felt really difficult.

"Since contacting the Children's Centre I've not looked back. I attend a programme which helped me to interact with my autistic son and I met other parents of children with special needs. I received help applying for grants to buy stair gates and furniture for my home. I began to feel I wasn't alone anymore. I undertook an English course and the Freedom Programme at the Children's Centre to help me understand my previous situation and to develop skills and confidence to move forward.

"My children have attended the Children's Centre. At first they didn't want me to leave them. Now, they wave me off to go and play.

“I am a Parent Representative for the Children’s Centre which has involved attending meetings. At my first meeting, I sat with people who all seemed well educated but they made me feel equal and an important part of the meeting. This made me feel so confident. I am proud of myself when I think of how far I have come and how I am contributing to services for families.

“Before I came to Slough, I wasn’t allowed to go anywhere and I didn’t know what support there is for people. Now I feel free. When I walk into the Children’s Centre I feel happy and safe. It is like a second home and it makes me smile when everyone greets us. As for the future, I would love to work in a place like this, with parents and children.”

## **Early Years**

### Annual Performance Summary

The work with schools and settings implementing the Early Years Foundation Stage has continued to focus on driving quality improvement across the Private, Voluntary and Independent (PVI) and maintained sectors, whilst sharpening the focus on specific areas and outcomes for children, in order to target impact further. This has led to significant improvements in outcomes for children at the end of the Early Years Foundation Stage and a marked narrowing of the attainment gap that exceeds the national level. As a result of a sustained continuing professional development (CPD) focus on mathematics and boys’ learning, the results climbed close to the 1<sup>st</sup> quartile nationally in July 2015 for outcomes in this area and reached the 1<sup>st</sup> quartile for Physical Development and Expressive Arts and Design. These results mark a significant improvement over any previous results for Slough.

Expansion of the early years and childcare market has been rapid and sustained, with a large number of two year olds accessing a place in the summer 2015. Over time these numbers have risen from 30 to 40% of the target group to figure in the 60s. The most recent highest figure was 69% in December 2015, dropping back to around 44% and now back up to around 65%. Clearly, there are significant fluctuations around cohorts becoming three years old and new two year olds needing to be engaged. There has been a concerted drive to maximise take-up of places, by refining internal processes and systems, tightening market management and capitalising on successful marketing strategies. This has resulted in the highest recorded take-up to date. Market development for two year olds has, inevitably, had an impact on the market for the three and four year old entitlement, as has continued population growth. Consequently, the largest recorded proportion of three and four year olds to date were accessing their free entitlement in a private, voluntary or independent setting.

The quality of provision and the knowledge and skills of the early years workforce have remained a high priority across sectors, with targeted and intensive support plans in place for those providers deemed by Ofsted to require improvement. Ofsted outcomes have continued to improve as a result, with 81% of PVI providers and 85% of childminders currently judged to be good or outstanding. Clearly, there continues to be the challenge of achieving settings which are all good or better. Alongside this, given the growing number of new providers continued emphasis needs to be focused on provision which is safe and secure as well as of high quality and effective.

As outlined in the ISS area of the report, there has been a significant increase in the number and complexity of children referred for input to the Early Years Service from paediatric services in 2014 to 2015. Amendments have been made to the provision of specialist play groups, increasing to a weekly group in each of the Children's Centres' locality areas, to ensure parity of access to services, as well as maintaining a specialist home teaching service for the youngest and most vulnerable children.

### Annual Performance Summary

Indicator	2014	2015
Number of PVI settings (Children's Centres, day nurseries, pre-schools, independent schools and childminders)	200	195
Number of new providers registered	28	36
Number of family visits made	1343	1412
Number of Ofsted inspections conducted	59	44
Target number of 2 year olds required to access the free entitlement	1037	931
Take-up of 2 year old places	461	606
% of children achieving a Good Level of Development at the end of the EYFS	58.1	64.9
% attainment gap between all children and lowest achieving 20%	37.1	29.9
% of 0-4 year olds identified as at risk of delay in their speech and language development	23	20

Clearly, the table highlights the large number of settings across the community giving a significant task in monitoring the learning and care for quality and effectiveness. The number of providers is increasing with more interested in starting or expanding; however there is a major challenge in finding any accommodation. Ofsted is active across the community inspecting provision. Take up of 2 year old provision has to be increased. The current strategy is achieving good results with some distance still to be covered to meet the nationally determined target. Further work is required in preparing children for school and closing the gap for vulnerable groups, especially focusing on language development to access learning.

### **Key priorities for 2015-16**

- Maintaining momentum and building on the successes of 2014-15, particularly in relation to EYFSP and gap data, two year old place take-up and Ofsted outcomes.
- Retaining focus on continuous quality improvement to support sufficiency duties and improved outcomes for children.
- Introduction of the duty on LAs to secure 30 hours per week free early learning/childcare for 38 weeks per year for working parents. This will be implemented from September 2017, with some pilots from September 2016.
- Finding innovative ways of securing further opportunities for expansion using capital sums for capital development to increase the number of early years places.

### **Case Study**



In August 2014, a private day nursery was judged to be inadequate by Ofsted. The setting is an 80 full time equivalent (FTE) nursery, catering almost exclusively for parents wishing to access their free entitlement for 2, 3 and 4 year olds. In collaboration with the Local Authority (LA), a difficult decision was taken to remove funding and to introduce a Focused Improvement Partnership Plan (FIPP), stipulating at least weekly input from an Early Years Advisory Teacher, to address the key issues surrounding safeguarding, learning environment, routines and teaching and learning.

The setting was re-inspected in December 2014 and found to be 'Requiring Improvement', with some key areas of teaching and learning and behaviour management to be addressed. The Early Years Service issued a revised FIPP and input remained intensive, focusing on the quality of the learning environment, routines, adult:child interactions and the quality of teaching. Staff received training on safeguarding, safer recruitment and observation, assessment and planning in the EYFS. Funding for the free entitlement was re-instated. EYFS Advisory Teacher support was arranged on a weekly basis. The setting also received support from the Childcare Development Co-ordinator, in respect of compliance, the Head of Service and the Area SENCO.

In October 2015, the setting was inspected again and the quality of provision was judged to be good in all areas.

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## Appendix 2

### Key Performance Indicators: KPIs

Key Performance Indicators	Targets	Baseline (2013)	Actual 2014 outcomes	Actual 2015 outcomes	Performance compared to previous year	Explanatory notes
	Upper and lower ranges					
<b>Quality, Standards and Effectiveness</b>						
<b>1. Quality</b>						
1.1. Ofsted: Percentage of LA maintained schools and settings graded good and outstanding	80-84%	Nursery: 80%	80%	100%	↗	Strong positive result
	65-69%	Primary: 65% All: 69% As of 07/05/13	64%	77%	↗	Strong improvement on previous
	50-54%	Secondary: 50%	50%	75%	↗	One outstanding, two good and one focused on moving from 'Requiring Improvement' to 'Good'
	100%	Special: 100%	100%		→	All soundly strong schools
1.2. Children's Centres Group Inspection	Improvement		Inadequate	Requires Improvement	↗	A good outcome given the previous inspection and the performance at contract start. Continued focus on achieving 'Good' at the next scrutiny

2. Attainment (all schools and settings), including national ranking	Not specified	Good Level of Development 2013: 50% (ranked 80th)	2014: 58% (Ranked 92nd)	2015: 64.9% (Ranked 89th)		
2.1. % children achieving a Good Level of Development at the end of Foundation Stage when compared against National average (national ranking) and statistical neighbours					↗	An increasingly improving performance
2.2. Percentage of pupils meeting the required standard of phonic decoding. Phonic Check is for Year 1 (Y1) pupils and those Year 2s that did not achieve 32/40 in Y1.	69-73%	2012 56% Ranked 92 <sup>nd</sup>	77%	71%	↗	A dip on last year's results, but broadly in line with expectations. This is a focus for schools to improve for 2016
2.3. KS1: Percentage of pupils achieving Level 2 or above in reading, writing and maths at KS1 when compared against national average (national ranking) and statistical neighbours	89-91%	<u>Reading</u> 2010 86% Ranked 39 <sup>th</sup>	91% Ranked 27 <sup>th</sup>	92% Ranked 16 <sup>th</sup>	↗	Continued strong improvement, remaining above national average performance
		2011 87%				
		2012 87%				
		2013 89%				
		Ranked 54 <sup>th</sup>				



2.5. KS4: Percentage of pupils achieving 5 or more A*- C grades at GCSE or equivalent, including English and maths when compared against national average (national ranking) and statistical neighbours	67.2-69.2%	<u>2010</u> 63.10%  <u>2011</u> 68.10%  66.1% (Nat Ave 59.4%)  <u>2013</u> 71.4% (Nat Ave 59.2%)	69.2%	67.9%	↗	Slight dip on previous year primarily due to the performance in a small number of schools. This has been brought to schools' attention with a focus on improvements in 2016
<b>3. Progress (all schools), including national ranking</b>						
3.1. Percentage of pupils progressing 2 Levels in reading between Key Stage 1 and Key Stage 2	Not specified	2013: 88% (Ranked 82nd)	90% Ranked 109th	90% Ranked 104th	↗	Percentage figure stable, however an improvement in national ranking
3.2. Percentage of pupils progressing 2 levels in writing between Key Stage 1 and Key Stage 2	Not specified	2013: 92% (Ranked 65th)	94% Ranked 48th	92% Ranked 137th	↗	Dip in performance. This is now an important priority in raising standards
3.3. Percentage of pupils progressing 2 levels in maths between Key Stage 1 and Key Stage 2	86-89%	2010:00:00 79% Ranked 113 <sup>th</sup>  2011:00:00 82% Ranked 93 <sup>rd</sup>  2012:00:00 84% Ranked 131 <sup>st</sup>	89% Ranked 95th	87% Ranked 125th	↗	Slight dip on previous year, but overall an improving trajectory over the last five years. Schools are aware of this being an area to improve in 2016

<p>3.4. Percentage of pupils making the expected Levels of Progress from Key Stage 2 to Key Stage 4 in English</p>	<p>79-82%</p>	<p>2010 81.50%</p> <p>2011 80.70%</p> <p>2012 76.60%</p> <p>2013 83.50%</p>	<p>85.2%</p> <p>Ranked 2nd nationally</p>	<p>80.9%</p> <p>Ranked 4th nationally</p>	<p>↗</p>	<p>4th overall in the country which is a slight dip from 2nd place last year. However, clearly, this performance is very strong and sustained.</p>
<p>3.5. Percentage of pupils making the expected Levels of Progress from Key Stage 2 to Key Stage 4 in mathematics</p>	<p>75.8-77.8%</p>	<p>2010 76.40%</p> <p>2011 80.70%</p> <p>2012 80.00%</p> <p>2013 83.30%</p>	<p>76.8%</p> <p>Ranked 10th nationally</p>	<p>77.6%</p> <p>Ranked 7th nationally</p>	<p>↗</p>	<p>Very strong sustained performance. Previously at 10th nationally, the results are now 7th overall in the country</p>
<p>4.5. Proportion of children under 5 and their families who are known to the Children's Centres.</p>	<p>65-97%</p>		<p>72%</p>	<p>82%</p>	<p>↗</p>	<p>This is a significant improvement from the beginning of the contract when only 34% were known to Children's Centres</p>
<p>4.6. Number of referrals to Children's Centres of vulnerable children and families for 2-year-old places and other services.</p>	<p>130-380</p>	<p>130 referrals (1% of under 5 population as at census date)</p> <p>250 referrals (2% of under 5 population as at census date)</p> <p>380 referrals (3% of under 5 population as at census date)</p>	<p>285</p>	<p>301</p>	<p>↗</p>	<p>Continued improvement on previous years when this focus did not exist.</p>

4.7. Progress made by vulnerable children and families for whom the Children's Centres hold Family Files.	51-80%	No baseline but expect target to be 51%. No baseline but expect target to be 65%. No baseline but expect target to be 80%.	32%	68%	↗	Significant improvement on previous years
<b>Participation</b>						
<b>5. Absence (all schools) including national ranking</b>						
5.1 Primary overall absence rate (%)	4.4-4.2%	Ranked 150 <sup>th</sup> 6.00% 2012:00:00 4.40% Ranked 71 <sup>st</sup> 2013:00:00 4.7% (Estimate)	4%	4.1% Ranked 97 <sup>th</sup>	↑	Improvements have taken place over time with further improvements to be achieved
5.2 Primary persistent absence rate (%)	2.6-2.4%	2011: 1.3% Ranked 136 <sup>th</sup> 2012: 3.1% Ranked 49 <sup>th</sup> 2013: 2.6% (Estimate)	2%	2.0% Ranked 41 <sup>st</sup>	↑	Improvements in national ranking and now sustained



5.3 Secondary overall absence rate (%)	4.7-4.5%	2011: 6.2% Ranked 42 <sup>nd</sup>	4%	3.8% (3rd nationally)	↗	Year on year improvements in attendance with very high and sustained attendance nationally
5.4 Secondary persistent absence rate (%)	3.6-3.4%	2012: 4.7% 2013: 4.7% (Estimate) 2011: 2.9% 2012: 4.5% 2013: 3.6% (Estimate)	2%	2.6% (2nd nationally)	↑	Very strong sustained performance. Now at 2nd position nationally
6. Exclusions (all schools), including national ranking						
6.1 Percentage of primary phase school population issued fixed term exclusions	2-0.5%	12/13 0.48%, 1.11% 11/12	0.46%	0.74%	↑	Very low levels of fixed term exclusions by number and duration. Strong results sustained over time
6.2 Percentage of secondary phase school population issued fixed term exclusion	6-2%	12/13 = 4.98%, 5.13% 11/12	4%	4.57%	↑	Continued strong improvement with low levels of exclusions by number and duration

6.3 Percentage of primary phase school population permanently excluded	0.10-0.00%	0.00%	0%	0.00%	0.00%	↑	Excellent result
6.4 Percentage of secondary phase school population permanently excluded	0.12-0.10%	0.12%	0%	0.12%	0.03%	↑	Excellent result
<b>7. Uptake</b>							
7.1 Number of two year old children funded for early learning places against number of eligible families	51-80%	1037 places by Sept 2014	848 places were created, 456 were actually being taken up by families	65%	↗		Excellent result and improvement on previous years
<b>Business Processes</b>							
<b>8. Admissions</b>							
8.1 The percentage of Slough resident applicants who applied on time for a Reception place and were offered a place on offer day and the percentage offered one of their preferences	97-98%	Offered one of preferences on time	96%	97%	97%	↗	Our influence remains limited as we cannot dictate which schools parents choose; however an improvement on previous years and all offers were made on time
8.2 The percentage of Slough resident applicants who applied on time for a Year 7 place and were offered a place on offer day and the percentage offered one of their preferences	95-96%	Offered one of preferences on time	93%	100%	96%	↗	

<b>9. Strategic Information Resources</b>						
9.1 All existing statutory data returns are completed to timescales and with sufficient accuracy. Changes to statutory data returns are adapted to and similarly complied with.	90-100%		100%	100%	→	Target fully met.
<b>10. Psychological Assessment</b>						
10.1 100% of psychological advice submitted within statutory timescales	98-100%	100%	100%	100%	→	Target fully met.
<b>Customer Satisfaction</b>						
<b>11. % of service users across all Core Services (as described in the Specification) rating their experience of the Services good or better in an annual satisfaction survey. Service users to be surveyed as below:</b>						
11.1 Schools / Early Years Settings to be surveyed in year 1 and subsequent years	70-90%					A very positive result

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# Cambridge Education working with Slough Borough Council Feedback and Customer Satisfaction

### Introduction

The following information provides feedback from key stakeholders about the quality and effectiveness of education services provided by Cambridge Education on behalf of Slough Borough Council.

### General feedback

A recent survey questionnaire of all Slough headteachers carried out by Cambridge Education to gain feedback about services reported 83% satisfaction. Overall, the responses were two thirds from secondary schools and one third from primary schools. This process provided the following information across all areas of operation, including school improvement, support for vulnerable groups, access and early years:

- The effectiveness of the School Improvement Service in challenging schools to perform better was rated as good. Autumn Term Visits (ATVs) were rated as good to outstanding. Allied to these ATVs, the Strategy Action Group (SAG) challenge meetings were all rated as good. The effectiveness of the School Improvement Service in helping improve outcomes for children in Slough was rated as satisfactory.
- The educational psychology and autism teams were rated as predominantly good, as was the support, advice and training provided for schools on meeting special educational needs.
- The co-ordination of the admissions process was rated predominantly as good. The Attendance Team's support in promoting pupil attendance and managing the Fixed Penalty Notice process was rated as good to excellent.
- Across all of the questions there were 36 responses indicating that services were good and 5 indicating excellence. Alongside this there were 11 responses which pointed towards the need to improve service effectiveness which will be explored with head teachers and addressed to improve performance.

### School Improvement

The recent review of School Improvement carried out by Slough Borough Council identified the following feedback. Overall, there was a common consensus from schools that where they had received input from Cambridge Education their experience had been positive. Given the nature of the Council's contract with Cambridge Education for school improvement the main experience for schools was receiving help and support when they were in a category of 'requiring improvement'. For the majority of schools this was a positive experience. Similarly, the schools which engaged in the Autumn Review Visit process were also positive. In most cases schools spoke highly of their "Challenge Meeting" with Cambridge Education consultants. Positive comments related to the challenge included 'helpful', 'supportive', 'valued', 'holding schools to account', 'clear impact', 'clarified thinking', 'refined management processes', 'developed self evaluation and school improvement planning', 'developing classroom practice and moderation', 'developing drive

and direction' and being 'honest, open and spot on'. However, in a very few cases head teachers conveyed a view of seeking even greater challenge. Additionally, some head teachers were seeking follow up support. However, this is an area of misunderstanding which needs to be clarified as this is not part of the contractual role for Cambridge Education. Similarly, some schools commented on the expectation from the outset of training opportunities which did not materialise as again this is outside the contractual remit. Also, it was apparent that greater clarity is needed with the differing and complementary roles of Slough Borough Council, Cambridge Education, Slough Learning Partnership and Slough Teaching Schools Alliance. Interestingly, as a potential solution, the head teachers were asking for Cambridge Education to be able to offer a wider range of services.

### **Integrated Support Service (ISS)**

The three year long service level agreement between schools and the educational psychologists ended in August 2015. When a new three year service level agreement was negotiated for 2015 to 2018 98% of those schools which had been previously involved bought into the new arrangements. This provides a sound financial basis to give clarity, certainty and stability for the service, clearly dependent on the strength and impact of service delivery. This extension is a strong indication of the schools' commitment to the service and positive response to its effectiveness and quality.

The Integrated Support Service has focused on providing more robust measures of effectiveness of intervention. Measures demonstrate positive changes for vulnerable children who have received support so far this academic year. This has been reflected by other services and schools approaching the team to purchase additional time.

### **Access and School Services**

The Access and School Services team recently (March 2016) received some positive feedback from the Ofsted scrutiny of safeguarding related to children missing education (CME) and home education:

*'Arrangements to track children missing from education are effective. The high rate of referrals, approximately 400 per annum, reflects the high mobility of children in and out of the borough. Notifications to the children missing education co-ordinator are prompt and appropriate, as are the subsequent actions. The whereabouts of these children are comprehensively recorded and communication with other local authorities is efficient. In the few cases where children are taken abroad, this is investigated in depth.'*

*'Around 80 children and young people are electively home educated in Slough. Appropriate steps are taken to build positive relationships with educators.'*

During the recent allocation of secondary places the Admissions Team were able to offer a preferred school to 96% (1895 children) of applicants out of a total of 1969 with 71% (1399 children) getting their first preference. This process went smoothly, successfully and on time.

### **Early Years and Children's Centres**

The Ofsted inspection of Slough Children's Centres in March 2015 reported, 'Parents are highly positive about the services received. They see the centres as safe, non-judgemental and inclusive places where they are treated with respect. Specialist 'stay and play' sessions for children with special educational needs and disabilities provide a very supportive environment in which to promote children's development. Staff work with parents and children, modelling interactions and giving helpful advice.

A questionnaire in May 2015 reported positively in the following areas:

- Advisory Teachers, Development Workers and Business Support: figures in excess of 70% of respondents (up to a maximum of 87%) conveying positive comments for being efficient, supportive, informative, meeting needs and contributing to quality improvement in the early years settings.
- Childcare Development and Sufficiency, Funded Early Learning and Workforce Development similarly achieved figures in excess of 70% on the same judgements.
- 84% of respondents reported that the Early Years Service improved outcomes for children and young people.

Across service areas numerous positive comments have been made with also some areas to improve which are being taken constructively to improve the quality and effectiveness of delivery.

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 21 April 2016

**CONTACT OFFICER:** Krutika Pau (Interim Director of Children's Services)  
**(For all enquiries)** (01753) 875 751

**WARD(S):** All

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

**TERMLY UPDATE ON SCHOOL OFSTED REPORTS**

1 **Purpose of Report**

1.1 To provide the Panel with a termly update on the outcomes of school Ofsted inspections. This is the first such update and therefore covers the period from September 2015 to March 2016.

2 **Recommendations**

2.1 The Panel is requested to consider this report and make any comments and recommendations as appropriate..

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

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

Priorities:

***Economy and Skills*** - *Slough will be an accessible location, competitive on the world stage with a sustainable and varied business sector and strong knowledge economy, supported by a local workforce who have the skills to meet local businesses' changing needs.*

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

### 3b. **Five Year Plan Outcomes**

#### **Outcome 5: Children and young people in Slough will be healthy, resilient and have positive life chances**

A good education can help to break a cycle of disadvantage and poverty. It can also support children and young people to achieve their ambitions and lead economically successful and fulfilled lives.

### 4 **Other Implications**

#### (f) Financial

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

#### (g) Risk Management

There are no specific risks associated with this report.

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

There are no specific human rights or other legal implications associated with this report.

#### (i) Equalities Impact Assessment

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

### 5 **Background**

5.1 Appendix 1 provides an update of school inspection outcomes for the period September 2015 to March 2016.

### 6 **Appendix 1**

Update report on school Ofsted inspections (September 2015 – March 2016)

**Slough Local Authority**

**Report on Ofsted Inspections**

**Period from September 2015 to March 2016**

**SECTION 5: Full inspections**

**LEA NURSERY (Community)**

Inspected November 2015  
Graded 'Outstanding'

**Strengths**

- Leadership has full confidence in their staff.
- The school has developed an effective model of collective responsibility.
- Each adult acts as an effective and knowledgeable champion for their group.
- The governors make a strong contribution to strategic leadership.
- The staff and governors have a clear understanding of the strengths and the areas for improvement.
- The children love to learn.
- Mathematics permeates all activities and 95% of children exceeded expected standards.
- Adults demonstrate high levels of skill and a very good understanding of how to promote excellent learning.
- Strong focus on communication.
- Work with parents is strong.

**Issues to address**

- Strengthen further all adults' understanding of their collective responsibility to overcome barriers and ensure the disadvantaged pupils continue to make rapid progress.

**Local Authority/Cambridge Education involvement**

- Congratulating the nursery on its repeated grade of 'Outstanding'.
- Monitor the effectiveness and quality of the provision.
- Monitor attainment and progress of the children.
- Encourage sharing of expertise and success through school to school support.

**MARISH PRIMARY (Academy)**

Inspected November 2015  
Graded 'GOOD' in all areas

**Areas for development**

- Teaching is now typically good.
- Pupils work hard and concentrate on their learning.
- Outcomes are good.
- Children in Early Years achieve well.
- Pupils are exceptionally co-operative.
- Pupils' spiritual, moral, social and cultural development is a strong feature.
- Good governing body.
- School keeps children safe.
- Disabled pupils and those with SEN achieve well.

#### Areas for development.

- Pupils' progress in reading needs to improve.
- Teaching is not yet 'outstanding'.
- Attendance needs to improve.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of recently achieving 'Good'.
- Limited involvement given this school is a 'Good' academy.
- Develop closer working relationship with the academy.
- Monitor attainment and progress through the Local Authority's role in championing educational excellence.

### **ST MARY'S PRIMARY (Voluntary)**

Inspected January 2016

Graded 'GOOD' in all areas

#### Strengths

- School leaders and governors have brought about significant improvements.
- Pupils make good progress in reading and maths.
- Teachers are well supported and receive clear guidance from school leaders.
- The quality of work in pupils' books is good.
- Pupils are happy and enjoy school.
- Pupils from all backgrounds get on well together.
- The curriculum is well planned.
- Subject leaders, particularly those for English and maths, are knowledgeable and ambitious.
- The governing body has responded well to the external review of their work.

#### Areas for development

- Pupils are not provided with a high enough challenge.
- Not all teachers re-inforce younger pupils' phonics skills.
- There is no plan to show how the school is to develop over the longer term.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of moving from 'Requiring Improvement' to 'Good'.
- Encouraging the school to share its strengths with others through 'school to school' support.
- Promoting and supporting the school on its route to 'Outstanding'.
- Monitoring the school's progress, including the attainment and progress of the pupils.

#### **ST JOSEPH'S CATHOLIC HIGH SCHOOL(Voluntary)**

Inspected January 2016

Graded 'GOOD' in all areas

#### Strengths

- The Head teacher and other leaders have transformed the culture of the school.
- Leaders are passionate about raising standards in the school.
- Pupils are proud of their school.
- Pupils make good progress in English and maths.
- The gap between all pupils and SEN/PP pupils is closing quickly.
- Learners make good progress in the 6<sup>th</sup> form.

#### Areas for development

- Some pupils do not read widely.
- Learners and pupils sometimes lack confidence and self- assurance.
- The most able do not make consistently rapid progress.
- Pupils' progress in science and design technology is not as good as in other subjects.

#### Local Authority/Cambridge Education involvement

- Congratulating the school on its success of moving from 'Requiring Improvement' to 'Good'.
- Encouraging the school to share its strengths with others through 'school to school' support.
- Promoting the school on its route to 'Outstanding'.

### **SECTION 8: Monitoring and specific inspections**

#### **GODOLPHIN INFANT SCHOOL(Academy)**

Monitored March 2016

Assessed as not making sufficient progress

#### Areas for Development.

- The school needs to agree formally new assessment expectations.
- Progress in pupils' basic skills in reading and writing are not rapid enough.

- Feedback on pupils work is not having enough impact on their next steps.
- Teaching across the school is still too variable.
- Teachers are not making good enough use of the information available to them regarding pupils' prior attainment.
- Governors do not have a deep understanding of the real issues facing the school since the last monitoring visit.
- Challenge from the School Action Group (SAG) needs to be more rigorous.

#### Strengths

- Behaviour around the school is good.
- Pupils are able to talk about how to keep safe in school.
- Recent additions to the senior and middle leadership teams have added capacity to the school.

#### Local Authority/Cambridge Education involvement

- Continued support and challenge.
- Increase the rigor of the challenge from the School Improvement Team.
- Offer assistance in strengthening governance.
- Consider facilitating school to school support.
- Assist with the effectiveness and quality of the SEN mainstream resource base for children with autism.

#### **IQRA PRIMARY (Voluntary)**

Section 8 July 2015 regarding safeguarding

HMI findings: 'The school's safeguarding arrangements meet requirements'

#### Strengths

- Senior Leadership Team (SLT) and governors place a high priority on keeping pupils safe.
- The arrangements to safeguard pupils are tight.
- Staff are trained well.
- Pupils say they are happy in school and that they feel safe.
- Pupils are taught how to keep themselves safe.
- Leaders make excellent use of external support.

#### Areas for development

- No areas for development

#### Local Authority/Cambridge Education involvement

- Draw on the safeguarding strengths of Iqra to support other schools.
- Draw on the school's understanding and implementation of the Prevent Duties.

**MEMBERS' ATTENDANCE RECORD**

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

COUNCILLOR	MEETING DATES									
	14/07/2015	21/10/2015	03/12/2015	12/01/2016	28/01/2016	09/03/2016 Cancelled	16/03/2016	13/04/2016 Cancelled	21/04/2016	
Abe	P*	P	P	Ap	P	Cancelled	P	Cancelled		
Bal	P	Ap	Ap	Ap	Ap	Cancelled	P*	Cancelled		
Brooker	P	P	P	P	P	Cancelled	P	Cancelled		
Cheema	P	Ap	P	P	P	Cancelled	Ap	Cancelled		
Dhillon	Ab	Ab	P*	P	P	Cancelled	P	Cancelled		
Matloob	P	P	P	P	P	Cancelled	P	Cancelled		
Morris	P	P	Ap	Ap	P	Cancelled	P	Cancelled		
Pantelic	P	P*	P	P	P	Cancelled	P	Cancelled		
Rana	P	P	Ap	P	P	Cancelled	P	Cancelled		

P = Present for whole meeting  
Ap = Apologies given

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

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