

Date of issue: Tuesday 6<sup>th</sup> March 2018

<b>MEETING</b>	<b>EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL</b> (Councillors Brooker (Chair), Kelly (Vice Chair), Chahal, Chohan, Arvind Dhaliwal, N Holledge, Matloob, Qaseem and Sharif)  <b><u>Education Non-Voting Co-opted Members</u></b> Mercedes Hernandez Estrada (Secondary School Representative)  <b><u>Non-Voting Co-opted Members</u></b> Hamzah Ahmed (Slough Youth Parliament)
<b>DATE AND TIME:</b>	WEDNESDAY, 14TH MARCH, 2018 AT 6.30 PM
<b>VENUE:</b>	MEETING ROOM 2, THE CURVE, WILLIAM STREET, SLOUGH, BERKSHIRE, SL1 1XY
<b>SCRUTINY OFFICER: (for all enquiries)</b>	DAVID GORDON 01753 875411

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



**NIGEL PALLACE**  
Interim Chief Executive

**AGENDA**

**PART 1**

**APOLOGIES FOR ABSENCE**

**CONSTITUTIONAL MATTERS**

1. Declarations of Interest



**AGENDA**  
**ITEM**

**REPORT TITLE**

**PAGE**

**WARD**

*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 4 paragraph 4.6 of the Councillors' Code of Conduct, leave the meeting while the matter is discussed.*

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

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

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| 2. | Minutes of the Meeting held on 8th February 2018 | 1 - 6 |
| 3. | Action Progress Report                           | 7 - 8 |
| 4. | Member Questions                                 |       |

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

**SCRUTINY ISSUES**

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| 5. | 5 Year Plan - "Achieve Economic Wellbeing" - Supporting Young People Into Education, Employment and Training | 9 - 44    |
| 6. | 14 - 19 Provision - Verbal Update  |           |
| 7. | Ofsted Inspection Adult Education - January 2018   | 45 - 62   |
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**ITEMS FOR INFORMATION**

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| 12. | Date of Next Meeting - 18th April 2018 |           |

**Press and Public**

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

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**Education and Children's Services Scrutiny Panel – Meeting held on Thursday, 8th February, 2018.**

**Present:-** Councillors Brooker (Chair), Kelly (Vice-Chair), Chahal (from 6.58pm), Chohan (from 6.43pm), N Holledge, Matloob and Qaseem

**Non-Voting Co-opted Members**

Hamzah Ahmed (Slough Youth Parliament)

**Apologies for absence:** Cllr Arvind Dhaliwal

**PART 1**

**32. Declarations of Interest**

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

Hamzah Ahmed declared his membership of the Local Safeguarding Panel and his position as Governor at Cippenham Primary School.

**33. Minutes of the Meeting held on 7th December 2017**

**Resolved:** That the minutes of the meeting held on 7<sup>th</sup> December 2017 be approved as a correct record.

**34. Action Progress Report**

**Resolved:** That the Action Progress Report be noted.

**35. Member Questions**

The response to the written question was circulated.

**Resolved:** That the response be noted.

**36. Update on Outcome 1 - "Enjoy & Achieve" Indicators from the 5 Year Plan**

The report provided the Panel with an update of performance against 5 key indicators. These targets related to early learning goals and attainment; on the latter of these, the Panel would take more detailed information at its meeting on 14<sup>th</sup> March 2018. Performance could be categorised in the following manner:

- The gap between disadvantaged children and their peers across the Early Years Foundation Stage was stable, and slightly lower than the national average.

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- The percentage of children achieving a good level of development at the end of the Foundation Stage had improved across all groups of children; again, it was now slightly above the national average.
- Key Stage 2 attainment had risen by 8%, consolidating its position as above the national average.
- The number of schools in the top 25% of national Progress 8 scores had fallen from 8 to 7. However, this did not mean that the remaining 4 schools were performing poorly.
- Average point scores per A Level entry had risen from 29.91 to 31.41, putting SBC schools above the national average (but not in the top 25% stated by the target).

The Panel raised the following points in discussion:

- The data included Grammar Schools. Detailed information providing data for individual schools would be provided at the March 2018 meeting. In 2016 – 17, non-selective schools were also performing at a high level, rather than being underperformance being hidden by the results of selective schools.
- The category of 'disadvantaged children' included those in receipt of free school meals, children with special educational needs and students with English as an additional language.

(At this point, Cllr Chohan entered the meeting)

- The Progress 8 measure would be used in the reports to be given in March 2018. Progress 8 had to include English and Mathematics and was based on a comparison of performance at Key Stage 2 and in GCSEs. In essence, each grade achieved above expectations was equal to 1 point, meaning that an average of 1 point across a whole school meant that (on average) every candidate achieved a result one grade higher than would have been expected at the end of Key Stage 2 in every GCSE they took. Given its relative novelty, the measurement was still embedding and some schools were seeing their performance over estimated, and others under estimated. It was anticipated that this would soon decline as the measure became embedded.
- Specialist teachers in science and mathematics remained difficult to recruit. Given the inclusion of both these categories in Progress 8, this was having an impact on attainment.
- The gap between white British pupils and their peers had been included in the performance indicators on the basis of the Panel highlighting the issue in 2016 – 17. It was anticipated that the report to be presented in March 2018 would indicate that white British students not in receipt of free school meals were performing in line with Slough averages.

**Resolved:** That the report be noted.

## **Education and Children's Services Scrutiny Panel - 08.02.18**

### **37. Slough Children's Services Trust - Second Year Achievements**

The update attached as Appendix A to the report had been produced at the end of 2017 and captured the achievements of SCST's 2<sup>nd</sup> year (rather than discussing all elements of their work). SCST now had permanent Senior and Middle Management Teams, with 84% of the workforce of the organisation now being permanent. SCST had also received a £1.4 Innovation Grant, which had been used to recruit staff and initiate programmes such as 'Inspiring Families' (which had been created to combat domestic abuse).

The Panel raised the following points in discussion:

- The 4<sup>th</sup> Monitoring Visit by Ofsted had highlighted the pace of change as an area in need of improvement. SCST had raised this with Essex County Council (who were acting as mentors) and held a diagnostic session to specify areas where this could be taken forward. The 5<sup>th</sup> Monitoring Visit had recently published its letter of advice to SCST; this had confirmed that the pace of change had improved, and would be circulated to Panel members.

(At this stage, Cllr Chahal entered the meeting)

- The Pupil Premium meant that £1,500 of additional spending was allocated to each Looked After Child in education. This funding was used to create individual Personal Educational Plans (PEPs) for all such students. These PEPs were used to drive individualised spending appropriate to each child's needs. All Pupil Premium cash was now being spent appropriately.
- 37% of local children were attending University once completing compulsory education. LACs were not attending University at the same ratio, although the small number of such students meant that statistics could easily be skewed by individual cases.
- Around 1/3<sup>rd</sup> of LACs were achieving 5 A\* - C grades at GCSEs; this statistics was around 15% nationally.

**Resolved:** That the report be noted.

### **38. Fourth Ofsted Monitoring Visit (September 2017)**

The 4<sup>th</sup> Monitoring Visit had focused on processes for Public Law Outline (PLO); this was the process for cases where progress was not being made and legal approaches were considered. These could involve SCST becoming the custodian of the children in question. Ofsted had previously concluded that PLO was not used sufficiently frequently in Slough; more families were now subject to PLO procedures, although Ofsted found that cases could lack managerial oversight. However, it should be noted that Ofsted had not found a case where a child's safety was compromised; rather, the issue was one of record keeping. Further oral testimony offered strong indications that workers were aware of the issues in their cases, but were not creating an audit trail.

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This left SCST in a position where it was compliant with requirements but needed to improve the quality of its records. The Independent Reviewing Officers also provided evidence of improved engagement, whilst there had been a case of a child who had repeatedly been missing not having been recorded with sufficient depth.

This led to a situation where the level of practice was mixed; the consistency of this needed to increase to achieve a 'good' rating at the next Ofsted Inspection. However, the Corporate Parenting Panel had been a highly positive change, whilst the 5<sup>th</sup> Monitoring Visit had noted many of the required improvements noted above.

The Panel raised the following points in discussion:

- SCST was confident it was on the correct trajectory. The 2015 position saw all areas subject to the Ofsted inspection to be 'inadequate'. Given this, SCST had focused on ensuring safety as its top priority; Ofsted had recognised this in their Monitoring Visits, and now SCST was concentrating on improvements across all areas. However, to have attempted to improve all areas simultaneously from the inception of SCST would have been an impossible task.
- The fact that Ofsted had stated they were not concerned about safety should therefore be seen as significant progress in this context.
- The stated aim of SCST was to move services to a 'Good' rating within 3 years. Given that 2/3<sup>rds</sup> of this had now elapsed, SCST had no reason to doubt that this was still achievable. The relationship between SCST and SBC was also positive and conducive to this, with corporate parenting and the Virtual School examples of this. The provision of evidence for these improvements and written analysis of cases were the central element which needed improvement, as well as management oversight. SCST was also aware that quality of recording was vital, rather than producing large amounts of paperwork that lacked a clear audit trail.
- Another key improvement had been the introduction of hubs used for reflective discussion. These used role playing to allow social workers to explore all sides of a case rather than becoming too invested in one partisan narrative.
- The Improvement Board had been established to look at the actions Ofsted had requested at its last inspection; these were almost completed. However, these were now being replaced by more ambitious targets set at a higher level. SCST was aware of the need to constantly improve and pursue an upward developmental arc. It was confident this was being maintained, although acknowledged the level of work this required and the vulnerability of any progress made should that area be neglected.
- SCST and the Local Safeguarding Children's Board provided good governance and were bolstering this work.
- An Ofsted Inspection was very different to the Monitoring Visits. The former lasted 4 weeks, evaluated hundreds of cases and would take an overview of all elements of SCST; the latter was far shorter and



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narrower in focus. However, SCST would not be undertaking a mock Ofsted given the workload necessitated by having Monitoring Visits every 12 weeks. SCST would be made aware when the series of Monitoring Visits was being concluded, and would expect the full inspection to follow 12 weeks from this time.

- Intelligence on cases was being captured through return interviews and multi agency events such as Sexual Exploitation Missing Risk Assessment Conferences. However, in cases where young people were not engaging with the service such work could be difficult. The National Youth Advocacy Service was used to try and initiate dialogue in these instances.
- Children should be visited every 6 weeks; this could be eased to 3 months in long term placements, although more regular contact was often taking place. The isolated case where a child had not been visited for 4 months had occurred when the relevant worker had left, the worker inheriting the case had taken sick leave and the matter had not been picked up. SCST had taken action to ensure this was not repeated.

**Resolved:** That the report be noted.

### **39. Forward Work Programme**

**Resolved:**

1. That an item on the Ofsted report on adult education be added to the agenda for 14<sup>th</sup> March 2018.
2. That the item on school place planning be moved to 18<sup>th</sup> April 2018.

### **40. Attendance Record**

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

### **41. Date of Next Meeting - 14th March 2018**

Chair

(Note: The Meeting opened at 6.30 pm and closed at 7.42 pm)

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**Education and Children’s Services Scrutiny Panel – Actions Arising**

**8<sup>th</sup> February 2018**

<b>Minute:</b>	<b>Action:</b>	<b>For:</b>	<b>Report Back To: Date:</b>
37	The 5 <sup>th</sup> Monitoring Visit had recently published its letter of advice to SCST; this had confirmed that the pace of change had improved, and would be circulated to Panel members.	Scrutiny Officer	ECS Scrutiny Panel 14 <sup>th</sup> March 2018

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 14<sup>th</sup> March 2018

**CONTACT OFFICER:** Ketan Gandhi – Service Lead Communities & Leisure  
**(For all Enquiries)** (01753) 875500

**WARD(S):** All

**PART I**  
**FOR COMMENT & CONSIDERATION**

**FIVE YEAR PLAN – “ACHIEVE ECONOMIC WELLBEING” – SUPPORTING YOUNG PEOPLE INTO EDUCATION, EMPLOYMENT AND TRAINING**

1. **Purpose of Report**

- 1.1 A priority action of the Council's 5 Year Plan, Outcome 1 Our children and young people will have the best start in life and opportunities to give them positive lives is to support young people into employment, education and training.
- 1.2 The Education & Skills Act (ESA) (2008) places a duty on all young people in England to participate in education or training until the age of 18. The provisions of the Act required that by 2015 young people must participate in education or training up to the age of 18. The intention is that young people will be able to participate in a way that suits them: for instance in full time education at school or college; through an Apprenticeship; or in part time learning if they are also working or volunteering full time.
- 1.3 Slough Borough Council working with key partners provides support to ensure that young people make a successful and sustainable transition post 16 in to education employment and training. This works primarily is undertaken through the Council's Young People's Service. This report aims to update the Education Scrutiny Committee on the current work in relation to supporting young people to secure Education, Employment and Training up to their 18<sup>th</sup> birthday in line with the Raising Participation Age duty.

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

The Panel is requested to read the Ofsted Inspection report and note this report for information and progress made.

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

- 3.1 The work outlined in this report supports the following Wellbeing Strategy priorities:
- Protecting vulnerable children
  - Increasing life expectancy by focusing on inequalities

3.2 The report covers part of the following Five Year Plan outcome:

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

4. **Other Implications**

a) **Financial**

There are no financial implications associated with this report.

b) **Risk Management**

Recommendation from section 2 above	Risks/Threats/ Opportunities	Current Controls	Using the Risk Management Matrix Score the risk	Future Controls
The Committee is requested to read the Ofsted Inspection report and note this report for information and progress made.	We are better aligning the work of the NEET reduction and prevention agendas with the wider skills and aspirations work that the council are developing with our partners	Multi agency skills group established  Monthly reporting to DfE on performance relating to NEET's and unknowns	Low	

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

There are no Human Rights Act Implications.

d) **Equalities Impact Assessment**

This report has not required the compilation of an Equalities Impact Assessment.

5. **Supporting Information**

5.1 A priority action of the Council's 5 Year Plan, Outcome 1 Our children and young people will have the best start in life and opportunities to give them positive lives is to support young people into employment, education and training.

5.2 The Education & Skills Act (ESA) (2008) places a duty on all young people in England to participate in education or training until the age of 18. The provisions of the Act required that by 2015 young people must participate in education or training up to the age of 18. The intention is that young people will be able to participate in a way that suits them: for instance in full time education at school or college; through an Apprenticeship; or in part time learning if they are also working or volunteering full time.

5.3 Slough Borough Council working with key partners provides support to ensure that young people make a successful and sustainable transition post 16 in to education employment and training. This works primarily is undertaken through the Council's Young People's Service.

## **Duty on the Local Authority**

- 5.4 Although a range of partners have specific responsibilities relating to the Raising Participation Age (RPA) agenda, Slough Borough Council has responsibilities to support young people into education or training, which are set out in the following duties:
- Secure sufficient suitable education and training provision for all young people aged 16-19 and for those aged 20-24 with a Learning Difficulty Assessment in their area;
  - Tracking young people's participation successfully is a key element of this duty.
- 5.5 The Education Skills Act 2008 places two new duties on local authorities with regard to 16 and 17 year-olds. These relate to the Raising of the Participation Age (RPA). There are duties on all Post 16 learning providers to promote good attendance of 16 and 17 year olds and to notify their local authority when a young person drops out of learning.

## **National performance**

- 5.6 Connexions were formerly the Careers service for young people. The Government ceased operating Connexions as a coherent national careers service around 2010. The duty for Impartial Careers Information, Advice & Guidance for those in Education fell on to schools and colleges.
- 5.7 Local Authorities maintained their responsibility for young people not in education, employment and training post 16 and until their 18<sup>th</sup> birthday. This coincides with the Raising Participation Age Agenda.
- 5.8 Whilst monthly data has to be submitted to the DfE in relation to our work in identifying and supporting young people in to education, employment and training up to their 18<sup>th</sup> birthday, traditionally, there is an annual measure based on performance during November, December & January which highlights local, regional and national performance.
- 5.9 This year this annual measure has been changed to December, January, February and submissions are due mid March. National information is likely to be available post May 2018.

## **The Slough position**

- 5.10 For those students who are in education, Careers Information, Advice & Guidance is the responsibility of schools and colleges. In Slough, working with partners the Young People's Service focuses on the following priorities in order to keep the numbers of young people who are NEET down to a minimum:
- NEET prevention – working with schools to identify young people in year 11 who are at risk of becoming NEET (RONI – Risk of NEET Indicator)
  - Tracking – the council has a duty to know the Education, employment and Training status of all young people who are of academic age year 12 & year 13

- September Guarantee ensuring every Year 11 and Year 12 student has a guaranteed offer of education, employment and or training
- NEET reduction – supporting young people who have become NEET to secure meaningful Education, Employment and or Training.
- NEET reduction specifically aimed at our young people who are in care or looked after – irrelevant of where they are based.
- Supporting Sloughs Skills Agenda

### **RONI (Young people identified as risk of NEET using Risk of NEET Indicators)**

5.11 The Council works with schools to identify young people who are at risk of becoming NEET (RONI). This identification is based on a wide range of data and school's own intelligence. Young people identified as Roni's are categorised in to 4 categories. Those categorised in to level 1 & level 2 are deemed as likely to stay in education, employment and training as a result of additional support provided directly by schools. Those categorised at level 3 & 4 are deemed to be at significant risk of becoming NEET receive additional support through the Young People's Service.

### **RONI Analysis**

**Total number of RONIs over 2016/17 & 2017/18**

RONI Level	RONI 16/17 (205)	RONI 17/18 (224)
Level 1	61	40
Level 2	40	57
Level 3	84	88
Level 4	39	20

5.12 RONI 17/18 cycle commenced in September, RONIs 3 & 4 are receiving 1-1 or group intervention from the Council's Young People's Service and in addition are supported through the summer through specific activities including work experience, visits to national career events, college taster sessions, joint sessions with slough get active, National Citizenship Service and support to become apprenticeship ready.

5.13 A significant shift this year for the better has arisen from identification and support starting at the beginning of year 11 instead of February as in previous years. Supporting pupils from the beginning of the academic year has enabled RONI workers to improve the quality of service – supported RONI pupils to complete sixth form applications before the deadlines which had been missed in previous years, increased time and opportunities to build rapport, explore more options, and ensure young people are better placed to make informed choices.



## RONI DESTINATION FIGURES (RONI 17/18 not included as cycle not completed)

2015/16

Count of YP_Ref Destination Group	RONI_Description Level 1 (LOW)	Level 2	Level 3	Level 4 (HIGH)	Grand Total
College/FE	86.49%	74.68%	79.37%	42.50%	72.15%
Full Time Employment with Training	2.70%	2.53%	0.00%	5.00%	2.28%
Full time Employment without Training	2.70%	5.06%	3.17%	10.00%	5.02%
NEET	2.70%	10.13%	14.29%	32.50%	14.16%
Training	5.41%	5.06%	3.17%	5.00%	4.57%
Unknown	0.00%	2.53%	0.00%	5.00%	1.83%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

2016/17

Count of YP_Ref Destination Group	RONI_Description Level 1 (LOW)	Level 2	Level 3	Level 4 (HIGH)	Grand Total
College/FE	95.00%	89.47%	85.23%	70.00%	86.83%
Full Time Employment with Training	0.00%	1.75%	0.00%	0.00%	0.49%
Full time Employment without Training	2.50%	1.75%	0.00%	10.00%	1.95%
NEET	2.50%	1.75%	9.09%	20.00%	6.83%
Training	0.00%	5.26%	5.68%	0.00%	3.90%
<b>Grand Total</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

### RONI Analysis / Trends

- EET Sustainability has improved each year – pupils are better equipped with skills to sustain EET
- NEET figures for (RONI 3&4) decreased each year – more intensive support during post destination/monitoring stage (Sept-Dec) We are exploring additional support to continue to enhance the post year 11 support
- NEET cohort – High tendency to be made up of non-engagers – we are working with schools and partners to identify these young people earlier enabling appropriate targeted support to be put in place.
- Where trends show NEETS represented substantially from the same schools, we are looking to enhance earlier identification and partnership working including potentially starting RONI work in Year 10
- A sustained percentage of RONI Level 4s are entering ‘employment without training’. Whilst this better than them being unemployed, the young people are still officially classed as NEET.
- A small percentage of RONIs 1 & 2 become NEET each year - further analysis of this is being undertaken

## September Guarantee

5.14 The September Guarantee helps local authorities fulfil their duty to provide education and training to young people and find them a suitable place. The offer should be appropriate to the young person's needs and can include:

- Full-time education in school sixth-forms or colleges
- An apprenticeship or traineeship
- Employment combined with part-time education or training

5.15 In 2017 Sloughs performance on the September Guarantee was 96.2%. National figures for 2017 are yet to be uploaded by the DfE. The following table highlights 2016 performance regionally and compared to the national average:

	16 and 17 year olds	Offer made (%)		Offer not appropriate (%)	No offer (%)	Not recorded (%)
<b>ENGLAND</b>	<b>1,143,810</b>	<b>94.5%</b>		<b>1.0%</b>	<b>0.9%</b>	<b>3.5%</b>
<b>SOUTH EAST</b>	<b>181,750</b>	<b>92.7%</b>		<b>1.2%</b>	<b>0.8%</b>	<b>5.3%</b>
Bracknell Forest	2,290	95.2%	<b>h</b>	1.0%	1.0%	2.7%
Brighton & Hove	4,660	96.4%	<b>h</b>	2.6%	0.3%	0.7%
Buckinghamshire	11,820	94.3%		0.5%	0.7%	4.5%
East Sussex	10,720	95.2%	<b>h</b>	1.5%	1.9%	1.4%
Hampshire	26,970	97.0%	<b>h</b>	0.6%	0.5%	1.9%
Isle of Wight	2,840	98.2%	<b>h</b>	0.8%	0.2%	0.8%
Kent	34,030	93.0%	<b>h</b>	1.8%	1.0%	4.2%
Medway	6,660	94.4%		0.3%	1.9%	3.5%
Milton Keynes	6,120	92.5%		2.7%	2.0%	2.8%
Oxfordshire	12,430	94.5%		0.5%	0.3%	4.7%
Portsmouth	3,710	94.0%		2.2%	2.6%	1.1%
Reading	2,790	91.8%		2.3%	1.2%	4.7%
<b>Slough</b>	<b>3,500</b>	<b>96.4%</b>		<b>1.4%</b>	<b>1.3%</b>	<b>0.9%</b>
Southampton	4,180	96.5%	<b>h</b>	0.9%	0.3%	2.3%
Surrey	21,790	93.5%	<b>h</b>	1.0%	0.6%	5.0%
West Berkshire	3,770	96.9%	<b>h</b>	1.8%	0.0%	1.4%
West Sussex	17,290	89.2%		0.9%	0.1%	9.8%
Windsor & Maidenhead	2,910	9.5%		0.0%	0.0%	90.5%
Wokingham	3,280	92.7%		1.1%	0.6%	5.6%

## **NEET Reduction**

5.16 The NEET reduction team provide 1-1 support to young people to help them secure a meaningful and sustainable return to education, employment and or training. In many cases young people are not EET ready and need to be first supported in dealing with a wide range of life issues.

5.17 The reality in Slough is that those young people with only a few or minor obstacles are supported quite quickly to secure Education, Employment and Training. However for many of our embedded NEET's there are major complexities and hurdles to overcome even before we can start thinking about getting them nearer to being job or education ready.

5.18 At the time of writing this report the following are the latest statistics available:

- NEET rate for year 12 and 13 = 2.24% (79 YP). The national average as of October 2017 was 2.8%
- Not Known rate for year 12 and 13 = 1.05% (37 YP).
- Combined year 12 and 13 NEET and Not Known rate = 3.29% (116 YP).

5.19 When the combined figure for NEETs and Unknowns is used, we are functioning in the top quintile in the country. This is the correct position to use as a number of authorities have low levels of NEET but high levels of unknowns. This can give a false picture. Many authorities across the UK have moved away from tracking young people and rely on identifying NEET's as and when young people access an appropriate service. Slough has maintained a dedicated tracking team of 2fte staff.

5.20 Of the 79 young people who are NEET, the following applies:

NEET	51
NEET - Declined Support	5
NEET - Start Date Agreed for EET	1
NEET - Supporting Family - Teenage Parent	2
NEET - Travelling Abroad (without a confirmed/deferred University Place)	1
NEET Not Available - Illness	5
NEET Not Available - Other	5
NEET Not Available - Pregnancy (11 weeks to due date)	1
NEET Not Ready	8

## **Supporting our Children Looked After and Leaving Care in to Education, Employment and Training**

5.21 This area of work is reported in to the Joint Parenting Panel and the Joint Improvement Board (SCST & SBC). A new Education, Employment and Training

Strategy for Children Looked After and Care Leavers 2017-2020 was adopted late 2017.

### **Supporting and developing the Skills agenda**

5.22 It is absolutely imperative that our work on supporting young people in to education, employment and training works hand in glove with the development of a skills strategy. A multi agency Strategic Skills & Employment Group has been established consisting of partners including SBC, Schools, Adviza, Heathrow, SUR, Small Businesses and JCP.

5.23 The Strategic Skills and employment Group is an all age group and not just young people. The group have adopted the LEP priorities and will be supplemented with additional local priorities where specific local needs have been identified:

Objective 1: Use better those who are already in the workforce;

Objective 2: Ensure that economic potential is not restricted by labour supply issues;

Objective 3: Inspire the next generation and build aspirations and ambition.

5.24 The work of this group is in its infancy; however, its work will endeavour to develop:

- A careers education information, advice and guidance system, spanning all stages of education and transition, promoting education and employment opportunities based on local labour market information;
- A post-16 education landscape that includes a high quality training offer increasing opportunities at level 3 and above, increased STEM / STEAM provision, focusing on information technology, telecommunications, construction, logistics, business services, leisure and hospitality, and public services (teachers, nurses and doctors);
- A high quality vocational further education offer complementing the secondary school curriculum that contributes to Slough's business needs informed by priority skill sectors;
- A clear higher education pathway that promotes vocational and academic routes to achieve qualifications at level 4 and above equally;
- Up skilling of local residents, including those with maths, English and language (ESOL) needs, in order that they are better equipped to secure local employment and contribute to the local economy;
- An increase in the number and range of apprenticeship opportunities, especially at level 3 and above;

- Increased high needs provision to meet the expansion of post-18 students with Special Education Needs (SEN).
- There is a particular need to provide alternative routes for those students who do not wish to follow the traditional 'A' level / university career pathway and adults who want to continue their education later in life.
- There is a particular need to focus on drop out of EET at ages 17 & 18

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

This report has not been considered by any other SBC committee.

## 7. **Conclusion**

- 7.1 Slough performs well in sustaining low levels of NEETs and successfully tracks young people education employment and or training status through academic years 12 & 13. Intensive support is provided for young people both at risk of becoming NEET and those who have become NEET.
- 7.2 Partnership work between the Council and Schools is affective and the young people's service is an active partner of the SASH Careers Education, Information and Advice Network.
- 7.3 Many of the current embedded NEET's have a range of life issues they are dealing with and the young people's service will be exploring ways of reallocating resource to better support these young people. There is a need to better align this work within a wider 14-19 agenda and the development of a Skills Strategy.

## 8. **Appendices**

'A' - Participation of young people in education employment or training

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Department  
for Education

# **Participation of young people in education, employment or training**

**Statutory guidance for local authorities**

**September 2016**

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## Summary

### About this guidance

1. This is statutory guidance from the Department for Education (the department). A local authority must have regard to it when exercising its functions relating to the participation of young people in education or training. The annexes to this guidance contain departmental advice to help recipients understand what the department considers the statutory provisions to mean in particular circumstances.

### Review date

2. The department will keep this guidance under review and will publish updated versions when they are needed.

### What legislation does this guidance refer to?

3. This guidance is issued under sections 18 and 68(4) of the Education and Skills Act 2008 (ESA 2008) in relation to sections 10, 12 and 68 of that Act.

### Who is this guidance for?

4. This guidance is for all local authorities in England.

## **Main points**

5. The law requires all young people in England to continue in education or training until at least their 18th birthday, although in practice the vast majority of young people continue until the end of the academic year in which they turn 18. Please see Annex 1: defining participation for further information. Improvements are being made to careers education and guidance, and the government's ongoing reforms to technical education and training, apprenticeships, traineeships, and supported internships are continuing to improve the offer for young people. The proportion of young people not in education, employment and training (NEET) fell again to a record low level in 2015.

6. Whilst the department provides the framework to increase participation and reduce the proportion of young people NEET, responsibility and accountability lies with local authorities. Local authorities have a critical role to play in supporting young people to access education and training – and therefore in understanding the characteristics and current activity of the young people in their area. The role of local authorities is outlined in their broader participation duties, as well as in their Raising the Participation Age (RPA) related duties. This guidance sets out these duties, as well as the crucial roles that schools, colleges and training providers have with regard to post-16 participation.

7. The department monitors the performance of local authorities in delivering their duties, and specifically in their tracking and supporting of 16 and 17 year olds, using data collected by authorities and submitted to the National Client Caseload Information System (NCCIS). NCCIS includes data showing the numbers of young people participating in education or training, those who are not participating, those who are NEET or those whose current activity is not known.

## **Responsibilities of local authorities**

8. The government's approach is to give local authorities freedom and flexibility to decide how to fulfil their statutory duties. That is why we are only specifying key activities to help them to fulfil those duties. Local authorities must have regard to the following guidance when deciding how to organise and resource their services.

## **Duties on local authorities relating to participation**

9. Local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:

- To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care (EHC) plan is maintained. This is a duty

under the Education Act 1996<sup>1</sup>. To fulfil this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.

- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities (SEND), support that will encourage, enable or assist them to participate in education or training under Section 68 of ESA 2008<sup>2</sup>.

10. Tracking young people's participation is a key element of these duties. Local authorities are required to collect information about young people so that those who are not participating, or are NEET, can be identified and given support to re-engage. Robust tracking also provides the local authority with information that will help to ensure that suitable education and training provision is available and that resources can be targeted effectively.

11. In addition, ESA 2008 placed two RPA-related duties on local authorities with regard to 16 and 17 year olds:

- Local authorities must promote the effective participation in education and training of 16 and 17 year olds in their area with a view to ensuring that those persons fulfil the duty to participate in education or training<sup>3</sup>. A key element of this is identifying the young people in their area who are covered by the duty to participate and encouraging them to find a suitable education or training place. Guidance on this duty is included at paragraphs 39 to 42.
- Local authorities must make arrangements – i.e. maintain a tracking system - to identify 16 and 17 year olds who are not participating in education or training<sup>4</sup>. Putting in place robust arrangements to identify young people who are not engaged in education or training or who have left provision enables local authorities to offer support as soon as possible. Guidance on this duty is included in paragraphs 43 and 44.

## Funding

12. Local authorities are expected to meet any costs incurred in the delivery of the above from their overall budgets, including central government grants.

13. Funding for education and training provision for 16 to 19 year olds and those aged 19-25 with an EHC plan is provided to schools, colleges and training providers by the

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<sup>1</sup> Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills and Children and Learning Act 2009) and Part 3 of the Children and Families Act 2014.

<sup>2</sup> Section 68 Education and Skills Act 2008 as updated by Section 20 of the Children and Families Act 2014.

<sup>3</sup> Section 10 Education and Skills Act 2008.

<sup>4</sup> Section 12 Education and Skills Act 2008.

Education Funding Agency (EFA)<sup>5</sup>; 16-18 year olds' apprenticeship funding is routed to providers by the Skills Funding Agency<sup>6</sup>, and for those students with high needs by the relevant local authority through a system of top up funding<sup>7</sup>. Local authorities receive a high needs allocation within the Dedicated Schools Grant (DSG) which includes funding for post-16 high needs students.

14. Where local authorities feel that there is a specific gap in provision that cannot be addressed by existing providers, there is a process by which this can be brought to the attention of the EFA for consideration and action as appropriate<sup>8</sup>. Re-engagement programmes should be used to support young people who are NEET back into learning where available and appropriate. Examples of re-engagement provision may include programmes funded by the European Social Fund (ESF) and the Youth Engagement Fund. Other ways of re-engaging young people are often sourced locally and further information, along with re-engagement principles, is set out in Annex 3.

15. The 16 to 19 Bursary Fund provides targeted support to help young people to overcome any specific financial barriers to participation<sup>9</sup>. The majority of this funding is administered by schools, colleges and training providers; funding for the most vulnerable young people is administered by EFA. Local authorities can seek to work with institutions in their area to coordinate and support the delivery of the Bursary Fund. Local authorities also administer the fund in respect of their own direct provision, including local authority maintained schools with sixth forms.

## **Delivering the broad duties on local authorities to support participation**

16. This section relates to local authorities' broader participation duty under section 68 of ESA 2008. This applies to all young people aged 13 to 19 and to those between 20 and 25 with SEND.

17. Local authorities should provide strategic leadership in their areas to support participation in education, training and employment - working with and influencing partners by:

- ensuring a focus on participation is embedded and communicated throughout the authority's services for children and young people;
- ensuring the services for young people in the local area come together to meet the needs of young people – including funding for education and training places and re-engagement provision;

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<sup>5</sup> For further information see [gov.uk 16-18 Funding Guidance](http://gov.uk/16-18-Funding-Guidance).

<sup>6</sup> For further information see [gov.uk SFA Funding Rules](http://gov.uk/SFA-Funding-Rules).

<sup>7</sup> For further information see [gov.uk High Needs Funding](http://gov.uk/High-Needs-Funding).

<sup>8</sup> For further information see [gov.uk 16-to-19-education-market-entry](http://gov.uk/16-to-19-education-market-entry).

<sup>9</sup> For further information see [gov.uk 16-to-19-bursary-fund-guide-for-2016-to-2017](http://gov.uk/16-to-19-bursary-fund-guide-for-2016-to-2017).

- agreeing ways of working with other partners such as Local Enterprise Partnerships (LEPs), Jobcentre Plus, employers, voluntary and community sector organisations, health services (including mental health services), youth offending teams, the police, and probation services; and
- working with neighbouring authorities, especially where young people routinely travel out of the area to access education and training, for work or other services.

18. To discharge this duty, local authorities must collect information about young people in their area in order to identify those who are not participating, or who are at risk of not doing so, and to target their resources on those who need them most. The information collected must be in the format specified in the NCCIS Management Information Requirement. In a change from the previous requirement, local authorities are now required to collect and record information about young people up to and including academic age 17 - and up to age 25 for those with an EHC plan<sup>[10]</sup>. Local authorities should make sure they are using information they have about children and young people with statements of SEN and with EHC plans to keep track of their participation.

19. To meet this requirement, local authorities need to have arrangements in place to confirm the current activity of these young people at regular intervals. This may be through the exchange of information with education and training providers, and other services within the local authority area such as health (including mental health services), youth offending teams and Jobcentre Plus, as well as through direct contact with young people.

20. Local authorities are required to put arrangements in place to identify those 18-year-olds who are NEET or at risk of becoming NEET and provide them with support, but they are not required to track **all** 18-year-olds or return data about this cohort to the department.

21. The department publishes annual scorecards that rate aspects of local authority performance. This includes how well they are tracking young people's activity against the national average, helping them to identify where they can improve and ensuring the public can better hold them to account.

22. Section 72 of ESA 2008 places a duty on educational institutions to provide information to local authority services in order for them to deliver their duties under section 68. Sections 76 and 77 provide additional data sharing powers to support local authorities to deliver their duties under section 68. Local authorities should agree data sharing agreements with education providers and other public bodies that set out the information they will provide, when it will be provided and how they will ensure that data is passed securely.

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<sup>10</sup> For further information see gov.uk [NCCIS management information requirement](#).

23. Local authorities are expected to work with schools to identify pupils under the age of 16 who are in need of targeted support or who are at risk of not participating post-16. They will need to agree how these young people can be referred for intensive support, drawn from the range of education and training support services available locally. For example, this may include engagement programmes and mental health services. Local authorities should pay particular attention to pupils not in mainstream education (such as those not on school rolls), those attending FE colleges or alternative provision, those in the care system, and those in youth custody.

24. Local authorities should also pay particular attention to children and young people with SEND, who are significantly less likely to participate than their peers without SEND, and provide targeted support where needed to enable them to participate. Where children and young people have an EHC plan, local authorities have a duty to ensure that the annual review of the EHC plan from Year 9 onwards includes a focus on preparing for adult life, including employment. This review should be focused on the child or young person's needs and aspirations, and include discussion about the next steps after school, and a pathway into further or higher education or employment. Statements of SEN must also be reviewed annually and there must be consideration of the move into post-16 education and beyond. The responsibilities placed on young people by RPA should also be built clearly into these reviews and discussions.

25. Every young person who reaches the age of 16 or 17 in any given academic year is entitled to an offer of a suitable place, by the end of September, to continue in education or training the following year. Local authorities are required to lead the September Guarantee process for:

- 16 year olds who are educated in their area; and
- 17 year olds who are resident in their area.

26. Local authorities should work with schools and post-16 providers to identify those young people eligible for an offer, understand their post-16 plans and any offers they have received, and record this information on their Client Caseload Information (CCIS) databases. Young people who do not have post-16 plans or an offer of a place are at risk of becoming NEET in September. Identifying these young people early enables services to provide additional advice and support about the options available, and to alert the EFA to any emerging gaps in provision. Local authorities will want to agree with schools who is best placed to offer support after the end of the summer term. They will also need to work with neighbouring authorities to establish offers made by schools, colleges and other post-16 education providers outside their authority's area.

27. The Year 12 September Guarantee applies to all students, but particular attention should be paid to 17 year olds who are studying one year courses, often at entry level or level 1. These young people are at a greater risk of becoming NEET either part way through Year 12 or at the end of the academic year.

28. A significant proportion of young people are educated outside the area where they live or move between local authority areas. In the event of a local authority being told about a young person who is resident in another local authority area, they must inform the home authority as quickly as possible. Local authorities may learn of young people moving into their area from other services, such as Jobcentre Plus, or from other local authorities. Local authorities must record these young people on their CCIS database and co-operate fully with other authorities in order to minimise the risk of young people slipping through the net.

29. Local authorities are required to report to the department based on the requirements set out in the NCCIS Management Information Requirement this includes information on the number or proportion of young people in each area who:

- receive an offer under the September Guarantee;
- are participating in education or training – including those meeting the duty to participate;
- are NEET; or
- whose current activity is not known.

This data is made publicly available on gov.uk on a regular basis. Destinations measures for Key Stage 4 may also use information from NCCIS to identify employment destinations.

30. Local authorities are expected to pay particular attention to young people who are NEET or whose current activity is not known. Jobcentre Plus should take a lead role in supporting young people who are NEET and on benefits to re-engage with education and training or to find work – particularly at age 18. Local authorities should maintain close links with Jobcentre Plus to ensure that all those young people who need it, get the support that is appropriate to their needs. The Department for Work and Pensions (DWP) passes basic details of 18 and 19 year olds making a new claim for benefits to local authorities each month. The local authority can use this information to inform their support for 18-year-olds and to update their records. There is guidance on [working together to support young people](#) available on gov.uk. The information includes a Memorandum of Understanding that can be agreed to allow Jobcentre Plus to share with local authorities information on young people who are NEET.

31. In certain circumstances, 16 and 17 year olds are eligible to claim Jobseeker's Allowance (JSA), Income Support (IS), Employment Support Allowance (ESA) or Universal Credit (UC). The minimum age for entitlement to UC is 18 but this is reduced to 16 to protect more vulnerable people in exceptional circumstances - mainly where they have limited capability for work, such as being responsible for a child without parental support. Whilst decisions about the payment of benefits will be made by Jobcentre Plus, any young person aged under 18 wishing to make a claim must first register with the local authority as a condition of entitlement. Local authorities must follow the processes



set out in the [guidance on benefit liaison](#), issued by DWP, to ensure that benefit regulations are adhered to, and should be aware of the [Jobseeker's Allowance Claimant Commitment](#).

## Scotland and Wales

32. To enable local authorities in England to fulfil their duty to track participation, there will be occasions when they need to approach Welsh and Scottish authorities and educational institutions for information about individual young people who are resident in England but studying in Wales or Scotland.

33. Welsh and Scottish authorities and educational institutions are not under a specific duty to provide the information but we would expect them to respond to any request reasonably to support our shared objectives of helping young people to improve their skills and attain higher levels of qualifications.

## RPA duties

### Duty on young people

34. Under Part 1 of ESA 2008 young people aged 16 and 17, who have not attained level 3 qualifications of sufficient size, are under a duty to continue in education or training until the young person's 18th birthday. The statutory duty does not extend until the end of the academic year in which the young person turns 18. Young people should however be encouraged to complete the education or training they are undertaking beyond their 18th birthday.

35. Advice on the definitions of participation in education or training is set out in Annex 1 to this guidance. The aim is to ensure that every young person continues their studies or takes up training and goes on to successful employment or higher education.

### Duties on providers

36. ESA 2008 placed two RPA-related duties on providers with regard to 16 and 17 year olds:

- Section 11 places a duty on community, foundation or voluntary schools; community or foundation special schools; pupil referral units; and schools and colleges in the further education sector to exercise their functions, where possible, so as to promote good attendance to enable young people to meet their duty to participate.
- Section 13 places a duty on all educational institutions (maintained schools, academies, colleges, and education and training providers) to tell their local authority when a young person is no longer participating. Educational institutions

also include apprenticeship, traineeship and supported internship providers and performing arts schools who receive Dance and Drama Award funding. This duty is applicable if a young person leaves an education or training programme before completion (i.e. 'drops out') and enables local authorities to take swift action to encourage the young person to re-engage.

37. All schools will be involved in arranging the annual reviews of EHC plans and statements of SEN, and support the aims of the review (see paragraph 24). Schools should support all pupils with SEND (both those with statements or EHC plans and those without) to make as successful a transition as possible into post-16 education or training. Schools should work with post-16 providers and pass on information about each young person's needs so that the post-16 provider can put appropriate support in place from the start. The right support will help the young person to remain in education or training.

38. Schools and colleges are required to secure independent careers guidance for young people, this is explained further in Annex 2 of this guidance. Local authorities should work in local partnerships with schools, colleges and other partners to help develop the careers guidance offer. For example, this may include understanding pathways locally and embedding intelligence on the local economy. All careers guidance should have regard to the needs of those with SEND that may in some cases be different or additional to the needs of others. Destinations data are an important tool in helping schools to measure the effectiveness of their support by assessing how successfully their pupils make the transition into the next stage of education or training. Schools and colleges will be held to account for the destinations of all their leavers through the annual publication of performance tables.

## **Duty on local authorities to promote participation**

39. Under this RPA-related duty, the participation of young people in education and training should be actively promoted by local authorities (section 10 of ESA 2008).

40. Specific examples of this are:

- When developing transport arrangements and preparing their post-16 transport policy statement, local authorities should, in accordance with their duty under the Education Act 1996, ensure that young people are not prevented from participating because of the cost or availability of transport to their education or training<sup>10</sup>. [Statutory guidance](#) has been developed to help local authorities to meet their post-16 transport duty.
- Local authorities should ensure a focus on participation is embedded throughout their education and children's services; including youth offending, troubled families

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<sup>10</sup> Section 509AA Education Act 1996.

and pre-16 education teams; and social services and economic development; amongst others.

- The Children and Families Act 2014 places a duty on local authorities to develop a local offer setting out what services they expect to be available for local children and young people with SEND up to age 25. This must include post-16 education and training provision. Further information is available in the SEND Code of Practice: 0-25 Years<sup>11</sup>. The local offer is a key tool in supporting young people with SEND to make choices as they approach the end of school and successfully make the transition into post-16 education and training. Young people with SEND should be encouraged and supported to follow a coherent study programme at an appropriate level that supports their progression. Where 16-18 year olds with EHC plans are NEET, or at risk of becoming NEET, their plan should be maintained and they should be encouraged and supported to return to education and training as soon as practicably possible. Local authorities should also consider carefully the action to take when young people with EHC plans aged 18 or over leave education or training before the end of their course, seeking to re-engage them where appropriate - see paragraph 9.203 of the SEND Code of Practice: 0-25.

41. Local authorities should provide strategic leadership in their areas, working with and influencing partners (such as LEPs) locally to promote participation. Local authorities may wish to consider:

- having agreements in place for working with neighbouring authorities;
- ensuring the services for young people in the local area come together to meet the needs of young people – for example, careers advice and guidance and re-engagement provision; and
- agreeing ways of working with wider agencies including voluntary and community sector organisations and employers.

42. Sections 14-17 of ESA 2008 provide data sharing powers to encourage local authorities to promote effective participation.

## **Duty on local authorities to identify young people not participating**

43. To meet this RPA-related duty (section 12 of ESA 2008), local authorities are required to identify young people not participating so that they can ensure that these young people get the support they need. CCIS is the main source of evidence that local authorities are discharging this duty.

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<sup>11</sup> For further information see gov.uk [SEND Code of Practice: 0-25](#).

44. Local authorities are expected to act on any information they receive about a young person who has dropped out; contacting them at the earliest opportunity and supporting them to find an alternative place in education, training or employment with training that leads to relevant regulated qualifications.

## **Specific circumstances and exceptions**

45. The duty to participate in education or training applies to those young people resident in England. In certain circumstances, local authorities may need to make judgements about whether young people are resident in England (for example if a young person is in the country for an extended temporary period). Local authorities have discretion to make these decisions themselves based on the individual's circumstances. The EFA funding guidance sets out the criteria for eligibility for funding and this may be helpful in making these decisions.

46. The RPA legislation applies in England only but there will be cases where young people living in one part of the UK will travel to education or training in a country in which they are not resident. Young people who live in England but travel to Wales or Scotland to study are still under a duty to participate. Young people who live in Wales or Scotland but travel to England to study are not subject to the RPA legislation. If young people who are normally resident in England move to Wales or Scotland to study, local authorities should use their discretion to decide whether they are classed as resident in England.

47. Young people attending education institutions that provide a specialist education (for example Talmudic colleges) would be considered to be meeting their RPA duty without the need for further investigation. See paragraph 15 in Annex 1.

48. A 16 or 17 year old serving member of the Armed Forces who is participating in the training given to new recruits will be treated as meeting their RPA duty without the need for further investigation. See paragraphs 16 and 17 in Annex 1.

49. Young people undertaking re-engagement provision that has been put in place specifically to help a young person re-engage in sustained post-16 education or training will be meeting their RPA duty without the need for further investigation. Further information and re-engagement principles are set out in Annex 3 - effective re-engagement.

50. The government recognises there will always be a small number of young people who for medical or other good reasons require a temporary break in education or training or for a significant period cannot spend sufficient time in relevant training or work. This might include, for example, some young people who have mental health issues, a serious or short or medium term illness, or some young people with a disability. During these breaks in education or training, young people will be considered to be meeting their duty to participate. It is important that local authorities are satisfied that they have in place the

appropriate support mechanisms to enable these young people to return to education or training as soon as is reasonably possible. Young parents may also have periods when they are unable to participate – for further information on young parents please see paragraphs 21 and 22 in Annex 1.

51. There may also be young people who have longer term medical needs that affect their study but who do not have a statement of SEN or an EHC plan. These young people may be unable to fulfil the full requirement of RPA: for example they may not be able to manage full-time education or working over 20 hours per week while studying. Again, local authorities should consider these cases individually offering support but also recognising that ultimately full compliance with the duty may not be possible for some.

52. As part of their responsibility for making sure that there is sufficient, suitable education and training provision for their young people and to support them to participate, local authorities have discretion to decide whether to fund individual young people in health care establishments to continue in their further education. Any such provision and associated charges would need to be agreed with the local authority in advance.

## **Young people with diverse identities and backgrounds**

53. Young people come from a diverse range of cultures, reflecting unique social, cultural and religious backgrounds. Local authorities should take account of their duties under the Equality Act 2010 and be alert to the potentially differing needs of young people arising from a protected characteristic such as disability, sexual orientation, gender reassignment, or sex when they are supporting them to access education and training. For example, there is a higher prevalence of mental health issues among young people who may be questioning their gender identity or sexual orientation, or those who identify as lesbian, gay, bisexual or transgender (LGB&T). Young people who identify as LGB&T or may be questioning their gender identity or sexual orientation, may not actively seek support for fear that this will lead to them being identified as LGB&T when they may not be ready to identify in this way. They may have experienced bullying and hostility from their peers, or have unsupportive home environments, relating to their sexual orientation or gender identity and perceive this as a barrier to remaining in education or training. Additional sensitivity and confidentiality are paramount, and appropriate assurances must be given to those who seek support.

## Annex 1 - defining participation

1. This annex sets out further information about how the duties on young people apply.
2. The government has raised the participation age so that all young people in England are now required to continue in education or training as set out in paragraphs 5 to 7 of the main guidance document.
3. Where young people have left year 11 of compulsory education in June and have accepted an offer of a place in education or training that does not start until September, there is no requirement for them to participate during the summer holidays. Similarly, where young people are meeting their duty to participate through full-time education they should still take the usual breaks in learning (e.g. school/college holidays).
4. Where young people who would normally be under a duty to continue to participate post-16 have already attained level 3 qualifications of sufficient size, for example two A levels<sup>12</sup>, they are no longer required to participate but may benefit from support to continue their education or training, or get a job.
5. RPA does not mean staying in school, young people have a choice about how they continue in education or training post-16. The three primary ways for a young person to participate are:
  - full-time study in a school, college or with a training provider;
  - full-time work or volunteering (20 hours or more) combined with part-time education or training leading to relevant regulated qualifications; or
  - an apprenticeship<sup>13</sup> ; traineeship<sup>14</sup> or supported internship<sup>15</sup>.

### Full-time education

6. Where a young person is attending full-time education at a school, they will be meeting their duty to participate.
7. For young people attending other full-time education – whether that be a sixth-form college, general further education college, independent college, or otherwise - apart from the settings below in paragraphs 8 and 9 – the definition of full-time participation is at least 540 hours of planned learning (both qualification and non-qualification hours) a year, this is around 18 hours per week. In accordance with the principles of 16-19 study programmes and EFA Funding Regulations, activities such as work experience or

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<sup>12</sup> Section 3 Education and Skills Act 2008.

<sup>13</sup> For further information see [gov.uk Apprenticeships](http://gov.uk/Apprenticeships).

<sup>14</sup> For further information see [gov.uk Traineeships](http://gov.uk/Traineeships).

<sup>15</sup> For further information see [gov.uk Supported Internships](http://gov.uk/Supported Internships).

tutorials provided by the institution, can be included within those hours. In general, young people enrolled on a full-time study programme will be meeting the duty to participate.

8. For young people who are being home educated, no hourly requirement of education applies. The amount and content of the home education is at the discretion of the home educator. In most circumstances it will be the young person themselves who states that they are home educated. If the authority believes there is some doubt in the matter, they may wish to seek confirmation of this from the parent or guardian, but on-going monitoring of the education itself is not required. If the authority has evidence to suggest that a young person who claims to be home educated is not, then they would be expected to clarify the position with the young person.

9. For young people who have been absent from the education system and are now attending a re-engagement programme, no hourly requirement of education applies. Local authorities should be satisfied that a minimum amount of contact time or learning hours are built in and that the express intention of the programme is to support the young person to move into: full-time education at a school or college; full-time work or volunteering with part-time education or training leading to a relevant regulated qualification; or an apprenticeship, traineeship or supported internship. Once re-engagement to appropriate education or training is secured, the wider requirements for participation apply.

10. Local authorities are able to determine for themselves what counts as re-engagement provision. A suggested set of non-statutory principles for re-engagement provision has been developed by representatives from the sector and this forms Annex 3 to this guidance.

## **Apprenticeships**

11. Entering into an apprenticeship agreement as set out in the Apprenticeship, Skills, Children and Learning Act 2009 satisfies the duty to participate and no further monitoring of that young person's training or employment is needed. Apprenticeship providers are included in the requirement to notify a local authority if a young person is no longer participating.

## **Traineeships**

12. Traineeships are an education and training route for young people aged 16-24 (and for young people with an EHC plan up to academic age 25). Traineeships aim to give young people the skills and vital experience they need to get an apprenticeship or other job. Traineeships are part of 16-19 study programmes therefore a young person enrolling on a traineeship would meet the duty to participate. Traineeship providers are

included in the requirement to notify a local authority if a young person is no longer participating.

## Supported internships

13. Supported internships are a structured study programme based primarily at an employer. They enable young people aged 16-24 with a statement of SEN (up to age 19) or an EHC plan (up to age 25) to achieve sustainable paid employment by equipping them with the skills they need for work, through learning in the workplace. Those young people on supported internships would be meeting their duty to participate. Supported internship providers are included in the requirement to notify a local authority if a young person is no longer participating.

## Full-time work with part-time education or training

14. Sections 5, 6 and 8 of ESA 2008 detail the requirements of this route. In order to be considered as participating, a young person must both be in full-time work and undertaking part-time education or training. The key definitions to which local authorities will need to have regard to are that:

- To count as full-time work, the job must be for 8 or more weeks consecutively and for 20 or more hours per week. The 20 hours employment can be undertaken with more than one employer. Where a young person's employment hours vary, employment of an average of 40 or more hours over a two week period can be considered as meeting the requirement.
- Full-time self-employment, holding a public office or working other than for reward (for example volunteering) should all be regarded in the same way as full-time employment. The 20 hours volunteering can be undertaken with more than one organisation and for each volunteering placement it is recommended that a written agreement is in place between the young person and the placement organiser.
- Part-time education or training alongside full-time work must be at least 280 planned qualification hours per year. There is no set pattern for how these hours should be taken and in meeting the 280 per year hourly minimum there may be periods of time when a young person might not be undertaking education or training. Part-time education or training pursued alongside full-time work must constitute education or training leading towards relevant regulated qualifications<sup>16</sup>. This education or training may be provided directly by an employer or by another organisation.

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<sup>16</sup> For further information please see The [Register of Regulated Qualifications](#) on Ofqual's website.



## **Young people attending non-registered education institutions**

15. Education institutions such as seminary or Talmudic colleges provide a specialist education and young people attending these institutions would be considered to be complying with the duty to participate beyond the age of 16. Independent colleges should, however, be encouraged to provide a balanced education based on prior achievement and to include the continued study of English and maths where appropriate.

## **Young people joining the armed forces**

16. Serving in the armed forces provides relevant training for young people and is a valid and valuable career route. As the terms of service and training within the armed forces vary, the government has made provision that a serving member of the armed forces who is participating in the training given to new members, will be treated as meeting their duty to participate without further investigation or any requirement to deliver specific subjects or programmes. For the purposes of RPA, armed forces means the naval, military or air forces of the Crown, but not the reserve forces.

17. Young people who have been recruited to serve in the armed forces may, on occasion, have to wait for a training place. Where this is the case, young people should consider how they might use this waiting time constructively, for example by improving their maths, English and other skills, volunteering or seeking temporary employment.

## **Young people with full-time caring responsibilities**

18. In exceptional cases where a young person aged 16 or 17 has assumed a full-time unpaid caring role for another person, they will be considered to be meeting their duty to participate if they are also undertaking part-time education or training leading to relevant regulated qualifications.

19. This provision is only for that small number of young carers who have had a young carer assessment and who are willing and able to undertake a full-time caring role, and balance that with their education or training, without any adverse impact on their own health or wellbeing. Local authorities will therefore need to establish that individual circumstances have been taken into account, a proper assessment of needs for support has taken place and professional judgement has been applied.

20. Young people who are parents caring for children are not classed as being young carers.

## **Young parents**

21. Local authorities are responsible for identifying young parents who are not participating and for ensuring that there is appropriate support in place to help them

return to education or training as soon as practicable. Young parents would normally be expected to participate full-time, and may qualify for Care to Learn funding to enable them to do so<sup>17</sup>.

22. With regard to young mothers, there is no legal requirement that determines at what point a new mother should return to education and training. Local authorities could reasonably apply the same time period for which statutory maternity leave is available to those in work, although they should use their discretion and knowledge of the young mother's individual circumstances to agree a suitable return date.

## **Young people in jobs without training**

23. Those in jobs without the required training should be encouraged to take up suitable part-time education or training leading to relevant regulated qualifications alongside their work. Local authorities should be aware of their duty to secure appropriate provision<sup>18</sup> for all young people and so ensure that flexible provision is in place where needed. Local authorities should work closely with local employers to agree suitable arrangements for young people.

## **Young people in jobs with training that does not lead to relevant regulated qualifications**

24. Those in jobs with training that does not lead to relevant regulated qualifications should also be encouraged to take up part-time education or training alongside their work that does.

## **Young people taking breaks in their formal education or training**

25. Young people should not take extended time out of education and training when they are required to participate. However, there will be occasions where young people are offered positive opportunities that have an element of education and training in them, although they may not fully meet RPA criteria.

26. If the opportunity is abroad, local authorities will need to decide whether the young person is classed as being resident in England during this period (see paragraph 46 of the main guidance about residency).

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<sup>17</sup> For further information see [gov.uk Care to Learn](http://gov.uk/Care-to-Learn).

<sup>18</sup> Sections 15ZA and 18A of the Education Act 1996 (as inserted by the Apprenticeships, Skills, Children and Learning Act 2009) and Part 3 of the Children and Families Act 2014.

27. If the young person is deemed to be resident in England by their local authority, or if the opportunity itself is in England, the local authority will need to decide whether what the young person is doing meets the duty to participate in education or training.

28. If the local authority believes that the young person is not fully meeting their RPA duty but is engaged in a positive activity that is improving their English, maths or other skills, then this would appear to be a positive outcome for the young person. We would not expect local authorities to intervene in such cases.

## Annex 2 - duties on other organisations in relation to RPA

### Careers requirement on schools and colleges

#### Schools

1. Schools are under a duty to secure independent careers guidance<sup>19</sup> for pupils in years 8-13 on the full range of education and training options, including apprenticeships<sup>20</sup>.
2. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship and traineeship providers to ensure that young people can benefit from direct, motivating and exciting experience of the world of work, to develop high aspirations and inform decisions about future education and training options.
3. Revised statutory guidance<sup>21</sup> published in March 2015, outlines why schools must secure independent careers guidance for young people, what they must do to comply with their legal responsibilities in this area and the role of the governing body and head teacher in shaping the guidance and support offered by the school. The updated guidance places a greater emphasis on ensuring schools are focused on having high aspirations for all students and to ensure that all schools are clear about what is expected of them in meeting their duty.

#### Colleges

4. Funding agreements for further education colleges and sixth form colleges set out a requirement to secure independent careers guidance for all students up to and including the age of 18 and 19-25 year olds with an EHC plan. Guidance<sup>22</sup> published in March 2015 offers information which colleges may wish to draw on when interpreting the new requirement and deciding on the most appropriate forms of independent and impartial careers guidance for their students.

#### Intensive support for pupils and students

5. Schools and colleges should also consider the needs of other students who require more sustained or intensive support before they are ready to make career

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<sup>19</sup> Section 42A of the Education Act 1997

<sup>20</sup> While the legislative requirement applies to maintained schools, many academies and free schools are subject to the duties through their funding agreements, including those which opened from September 2012 onwards and those which have moved to the updated funding agreement. Academies without the requirement are encouraged to follow this guidance in any case as a statement of good practice.

<sup>21</sup> For further information see gov.uk [Careers guidance and inspiration for young people in schools.](#)

<sup>22</sup> For further information see gov.uk [Careers guidance and inspiration: Careers guidance colleges.](#)

decisions, for example those with physical or mental health needs, those in or leaving care and those who have been young offenders.

## **Careers and SEND**

6. Careers guidance, tailored to their individual needs and aspirations, is extremely important in supporting young people with SEND to participate. High aspirations are particularly important; the overwhelming majority of young people with SEND are capable of sustained paid employment with the right preparation and support, and careers guidance should reflect this presumption.

7. Careers guidance for children and young people with SEND must be impartial and should offer the full range of education and training opportunities. This includes traineeships and apprenticeships, and if the young person has an EHC plan, supported internships, as well as opportunities to gain qualifications leading into further or higher education. Careers advice should draw on the SEND local offer published by each local authority. Schools and colleges should help young people plan a route into employment or higher education, so that they can see how post-16 education and training can help them achieve their longer term aspirations.

## **Duties on employers**

8. The duties on employers in ESA 2008 have not been brought into force at this stage<sup>23</sup>. The possibility of commencing them will be kept under review.

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<sup>23</sup> Sections 19-39 Education and Skills Act 2008.

## Annex 3 - effective re-engagement

1. For those young people who face significant barriers to participating post-16, re-engagement activity and provision can play a key role in supporting them back into education or training. Local authorities should ensure that there is a coherent set of provision available in their area, and use it as appropriate to support young people.
2. Many local and national voluntary and community sector organisations offer re-engagement programmes (often in partnership with private businesses, local authorities, and LEPs) to help re-engage young people. Re-engagement provision is also available from other sources such as ESF funded initiatives<sup>24</sup> and Youth Engagement Fund<sup>25</sup> projects. Some schools and colleges also offer re-engagement services and support.
3. Young people taking part in provision that has been put in place specifically to help them make the transition into sustained post-16 education or training will be regarded as meeting their RPA duty. However local authorities will need to reassure themselves that the re-engagement provision the young person undertakes meets the principles of effective re-engagement below and helps young people to make the transition to appropriate education or training in line with RPA.

### The principles of effective re-engagement

4. The following non-statutory principles are designed to assist commissioners and providers when making decisions about re-engagement provision in their area. Local areas should build on these as they develop their provision locally. The support and encouragement provided by local authorities to young people to meet authorities' duties described in this guidance, for example advice on CV writing or interview techniques as a stand alone support, would not normally be regarded as re-engagement provision.

#### A personalised approach...

5. Provision is tailored to the young person, taking account of appropriate background information, and responds to individual needs in order to create an appropriate path back into education or training. An on-going individual needs assessment will allow the programme to develop with the young person, focused on the range of barriers preventing them from participating.

#### ...with clearly agreed outcomes...

6. Achievable and agreed outcomes are decided with the young person and may be expressed in an individual plan. Re-engagement providers may want to consider how

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<sup>24</sup> For further information see gov.uk [European Social Fund](#).

<sup>25</sup> For further information see gov.uk [Youth Engagement Fund](#).

best to develop the social and emotional capabilities of the young person, whilst maintaining a focus on their sustained engagement in education or training.

### **... a minimum agreed amount of contact time or learning hours ...**

7. Re-engagement provision should include a minimum agreed amount of contact time or learning hours per week leading to progression into sustained education, employment or training.

### **... leading to progression into sustained education, employment or training...**

8. An effective re-engagement programme will lead to progression, monitored by the provider, into sustained education, employment or training. The amount of time a young person will spend on re-engagement provision will vary depending on their development needs but the focus should remain on securing progression to full-time education, training, or work with training.

### **...underpinned by appropriate information and support...**

9. Providers have an important role to play, working with local authorities where appropriate, in providing access to appropriate sources of information to help young people make informed choices about the education, training and employment opportunities available in their area, as well as to relevant sources of support, such as the financial support available to young people to continue in education or training.

### **...and strong partnership working...**

10. A number of key partnerships are needed to ensure that re-engagement programmes are as effective as possible, providing all round support to allow a range of needs to be met. Regular communication will allow appropriate referrals – between support agencies or onto an education or training provider – and continued support while the young person makes that transition.



Department  
for Education

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 14<sup>th</sup> March 2018

**CONTACT OFFICER:** Ketan Gandhi – Service Lead Communities & Leisure  
**(For all Enquiries)** (01753) 875500

**WARD(S):** All

**PART I**  
**FOR COMMENT & CONSIDERATION**

**OFSTED INSPECTION ADULT EDUCATION – JANUARY 2018**

1. **Purpose of Report**

- 1.1 In January 2018 Ofsted undertook a Further education and skills inspection. This service area is locally referred to as CLASS (Community Learning and Skills Service) and is jointly run across Slough Borough Council (SBC) and the Royal Borough of Windsor & Maidenhead (RBWM).
- 1.2 SBC provides Education and Skills Funding Agency-supported provision for community learning and adult skills in Slough and RBWM. The service provides community learning across both boroughs and offers a small number of intermediate apprenticeships in Slough. Until October 2017, the Service area in Slough sat within the Learning and Communities Service and as part of the Senior Management Reorganisation moved across to sit within the Communities & Leisure department.
- 1.3 The previous Ofsted Inspection in June 2016 found that the service in all areas of Ofsted criteria required improvement. A Joint Scrutiny arrangement has been put in place consisting of chairs and deputy chairs of each boroughs respected Education Scrutiny Committees. This report highlights the findings of the Ofsted Inspection Jan 2018.

2. **Recommendation**

The Panel is requested to read the Ofsted Inspection report and note this report for information and progress made.

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

- 3.1 The Learning and Communities Service supports the following Wellbeing Strategy priority:
- Increasing life expectancy by focusing on inequalities

3.2 The work of the Learning and Communities Service supports the following Five Year Plan outcome:

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

4. **Other Implications**

a) **Financial**

There are no financial implications associated with this report.

b) **Risk Management**

Recommendation from section 2 above	Risks/Threats/ Opportunities	Current Controls	Using the Risk Management Matrix Score the risk	Future Controls
The Committee is requested to read the Ofsted Inspection report and note this report for information and progress made.	Opportunities – to develop a more meaningful Adult Education Offer and ensuring its impact is fully realised	Governance Board  Joint Scrutiny with RBWM	Low	Robust Service Plan and score card

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

There are no Human Rights Act Implications.

d) **Equalities Impact Assessment**

The Service reaches out to all adult communities across Slough & RBWM with a significant targeting of communities who can best benefit from the offer.

e) **Workforce**

The Service has been supporting staff where improvements are required. Where Tutors have not been securing the requiring standard despite significant support, contracts will not be renewed.

5. **Supporting Information**

- 5.1 The Overall inspection judgement by Ofsted is requires improvement. Inspectors acknowledged the significant improvements made since the previous inspection. Two areas of the Ofsted criteria have moved from ‘requires improvement’ to ‘good’. These are:
- Personal development, behaviour and welfare
  - Apprenticeships.

In addition, Ofsted noted that the arrangements for safeguarding are effective. This was previously an area of concern.

- 5.2 The major area of concern from Ofsted in their formal feedback was that despite much progress, too many weaknesses still exists in teaching and learning on

adult learning courses. Whilst an improvement plan to rectify this was already in place, this is now being enhanced and the pace of change is being increased. Standards of teaching practice and assessments are being enhanced and this includes raising the bar for tutor recruitment.

## **Key findings**

### **5.3 This is a provider that requires improvement**

- Despite improvements since the previous inspection, leaders and managers have not yet made sure that teaching and learning are consistently good across all the service.
- Too much teaching, particularly in English and mathematics, fails to motivate learners. As a result, their progress is often too slow.
- Teachers on accredited adult learning courses do not plan carefully enough to meet the needs of all learners.
- Adult learners do not learn enough about how to keep themselves safe when online.
- Leaders and managers do not gather and use sufficient learner progression data to measure the impact of the courses they deliver.
- Teachers do not have enough information at the start of adult learning courses to be able to plan learning effectively according to learners' abilities.
- Too few adults following community learning programmes achieve their goals.

### **5.4 The provider has the following strengths**

- Governors, leaders and managers better understand the strengths and weaknesses of the service than at the time of the previous inspection. They have comprehensive plans in place to secure further improvements.
- Leaders and managers work very well with external organisations. They improve the lives of hard-to-reach and vulnerable adults.
- The apprenticeship programme meets the needs of learners well. Those coming from low starting points and challenging backgrounds receive good support to help them succeed.
- Adult learners and apprentices understand British values very well. They respect the ideas and views of others.
- During their courses, adult learners and apprentices improve their confidence well. This helps them to work and live successfully in modern Britain

## 5.5 What does the provider need to do to improve further?

- Governors, leaders and managers should make sure that the improvement actions already in place continue at a quicker pace so that adult learners' progress and attainment on all courses are consistently good or better.
- Leaders and managers should improve further the methods they use to capture information about adult learners' next steps so they can better measure the impact of courses.
- Managers should make sure that adult learners improve their knowledge of how to keep themselves safe online.
- Managers should improve the effectiveness of mathematics and English teaching.
- Managers should improve teaching, learning and assessment further by:
  - Making sure that teachers have access to, and use productively, information about adult learners' levels of ability at the start of their courses
  - Developing further the range and effectiveness of strategies that teachers use to check learning in lessons
  - Making sure that all teachers set work that challenges and inspires all learners sufficiently.

## 5.6 Moving to good and further

5.6 Both local authorities have already recognised the improvements made and have committed to securing at least an Ofsted 'Good' rating with an aspiration to become outstanding.

5.7 New and robust governance mechanisms have been put in to place, however this only came in to effect from late 2017 and whilst the work of the new governance board has seen considerable improvement within the service, it is still yet in its infancy and the impact yet to be fully realised. A key priority for the governance board is to increase the pace of improvement

5.8 Plans to improve teaching, practice, tutor recruitment, assessments and the tracking of learner journeys are being established and implemented. The Adult education offer is being reviewed and this will follow a thorough needs analysis. Any new offer will take in to consideration the following:

- Customer need
- SBC & RBWM skills gaps
- Pathways to employment
- Entrepreneurship
- Wellbeing

- Progression opportunities

5.9 The Service areas are being developed so that they become more integral to the respective priorities of each of the Local Authorities. In Slough, this will result in closer ties between the Adult education agenda and that of our economic and skills development work.

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

This report has not yet been considered by any other SBC committees. It will be reported to the joint SBC / RBWM committee discussed in this report.

## 7. **Conclusion**

7.1 The Service area has made significant improvement since its previous inspection. Ofsted Inspectors came very close to judging the service as good, however, due to the improvements not having fully materialised in to impact, the service was deemed as requiring improvement.

7.2 The inspection confirms that the direction of travel is the right one. Officers and the Governance board both agree and recognise that the pace of improvement needs to increase and have already undertaken steps to address this.

7.3 Officers and the governance board are confident that the following priorities will help embed the service as good as well as support us in striving for excellence:

- Improving teaching practice and assessments
- Improve the standards of tutors
- Improve the tracking of students in order to better evidence the impact of the service
- Undertake a thorough needs analysis to inform the service offer and ensure that the service area provides the right courses and the right times in the right places.
- Better align the service to the council priorities of the two respected authorities
- Further strengthen the new rigorous and robust approach to governance ensuring the service is able to demonstrate its effectiveness.

## 8. **Appendices Attached**

'A' - Ofsted Inspection Report, January 2018

## 9. **Background Papers**

None

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# Slough Borough Council

Local authority

## Inspection dates

16–19 January 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	<b>Requires improvement</b>	Adult learning programmes	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>	Apprenticeships	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>		
Outcomes for learners	<b>Requires improvement</b>		
Overall effectiveness at previous inspection		Requires improvement	

## Summary of key findings

### This is a provider that requires improvement

- Despite improvements since the previous inspection, leaders and managers have not yet made sure that teaching and learning are consistently good across all the service.
- Too much teaching, particularly in English and mathematics, fails to motivate learners. As a result, their progress is often too slow.
- Teachers on accredited adult learning courses do not plan carefully enough to meet the needs of all learners.
- Adult learners do not learn enough about how to keep themselves safe when online.
- Leaders and managers do not gather and use sufficient learner progression data to measure the impact of the courses they deliver.
- Teachers do not have enough information at the start of adult learning courses to be able to plan learning effectively according to learners' abilities.
- Too few adults following community learning programmes achieve their goals.

### The provider has the following strengths

- Governors, leaders and managers better understand the strengths and weaknesses of the service than at the time of the previous inspection. They have comprehensive plans in place to secure further improvements.
- Leaders and managers work very well with external organisations. They improve the lives of hard-to-reach and vulnerable adults.
- The apprenticeship programme meets the needs of learners well. Those coming from low starting points and challenging backgrounds receive good support to help them succeed.
- Adult learners and apprentices understand British values very well. They respect the ideas and views of others.
- During their courses, adult learners and apprentices improve their confidence well. This helps them to work and live successfully in modern Britain.

## Full report

### Information about the provider

- Slough Borough Council provides Education and Skills Funding Agency-supported provision for community learning and adult skills in Slough and the Royal Borough of Windsor and Maidenhead. The service provides community learning across both boroughs and offers a small number of intermediate apprenticeships, in mainly business administration, in Slough.
- Around a third of Slough's residents are White British and over half are from minority ethnic backgrounds. In the Royal Borough of Windsor and Maidenhead, over three quarters of residents are White British. The level of unemployment is low; however, there is a skills shortage and pockets of vulnerability in both boroughs. The proportion of pupils gaining five or more GCSEs at A\* to C, including English and mathematics, is substantially higher in Slough, Windsor and Maidenhead than England as a whole.

### What does the provider need to do to improve further?

- Governors, leaders and managers should make sure that the improvement actions already in place continue at a quicker pace so that adult learners' progress and attainment on all courses are consistently good or better.
- Leaders and managers should improve further the methods they use to capture information about adult learners' next steps so they can better measure the impact of courses.
- Managers should make sure that adult learners improve their knowledge of how to keep themselves safe online.
- Managers should improve the effectiveness of mathematics and English teaching.
- Managers should improve teaching, learning and assessment further by:
  - making sure that teachers have access to, and use productively, information about adult learners' levels of ability at the start of their courses
  - developing further the range and effectiveness of strategies that teachers use to check learning in lessons
  - making sure that all teachers set work that challenges and inspires all learners sufficiently.



## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not dealt fully with the recommendations from the previous inspection to improve the quality of teaching, learning and assessment. Despite much progress, too many weaknesses still exist in teaching and learning on adult learning courses.
- Actions to improve the quality of teaching, learning and assessment on adult courses are not effective. Managers do not specify the precise steps that teachers need to take to improve. They do not set clear enough indicators so that they know when teachers achieve their targets. Managers do not always check that staff are carrying out the improvement actions they have been set. As a result, teachers do not improve their teaching quickly enough.
- Although teachers receive training that helps them improve identified weaknesses in classroom practice, this has not led to enough improvements in teaching and learning, particularly on accredited adult learning courses.
- Managers have made rapid improvements to staff management since the last inspection. Teachers whose skills are not at the required standard either improve or leave the service. These measures are beginning to improve the quality of teaching, learning and assessment, but have not yet had enough impact to make sure that these are now good.
- Leaders and managers accurately identify most of the strengths and weaknesses in the service. However, leaders do not have enough information about adult destinations and progression. Consequently, leaders are not fully aware of the impact of their adult learning courses.
- Leaders have high expectations for their learners and the communities in which they serve. Leaders make sure that strategic plans align fully to both councils' development plans. Leaders and councillors within Slough Borough Council and the Royal Borough of Windsor and Maidenhead work well together. Accordingly, staff understand their objectives.
- Leaders and managers work very effectively with external organisations. They develop strong partnerships that make a positive difference to the lives of vulnerable, hard to reach and unemployed adults and young people. They plan effective programmes to help learners become independent. As a result, learners gain valuable skills and contribute more fully to the communities in which they live.
- Leaders and managers work positively with social services to plan learning programmes. They develop programmes, including apprenticeships, for adults and young people who have not accessed education or training for some time, or who are vulnerable or isolated.
- Managers review staff performance frequently. They have a much better understanding of the quality of teaching and learning than at the time of the last inspection. They set challenging goals for staff that contribute well to the targets that senior leaders in the borough council set.
- Managers have improved arrangements for checking and improving quality in subcontracted work. They carry out frequent monitoring visits. They undertake joint teaching observations with staff in subcontractors. This results in comprehensive action

plans for improvement. They track and check learner progress well through timely reports. When subcontractors underperform, they hold managers to account effectively.

- Leaders and managers have successfully improved the quality of apprenticeship courses. Almost all apprentices achieve their qualifications and move on to employment or higher levels of learning, or gain promotions. Current apprentices are making good progress.
- Leaders have created a very positive environment where everyone is valued. All staff and learners show respect for each other. Managers have made much progress since the previous inspection in improving the strategies that teachers use to promote British values.
- Borough council leaders frequently review the courses they offer to make sure that these meet the changing needs of communities. Almost all courses offered by the borough councils allow learners to move on to higher levels of learning. A range of employability courses provides good support to adults who want to gain employment. Good links with job centres make sure that adults receive effective careers advice and guidance about employment.

### **The governance of the provider**

- Skilled and well-qualified governors oversee the work of the service effectively. The recent restructure and development of governance has made sure that local and borough priorities align.
- Governors receive detailed, timely and accurate reports from managers. This helps them track and check effectively the work of the service. Governors understand fully the strengths and weaknesses of the service.
- Governors have supported leaders and managers fully over the past year, allowing them to make changes to management structures and improve the performance management process. This has led to improvements in staff performance but has not yet had enough impact on improving the quality of teaching and learning.

### **Safeguarding**

- The arrangements for safeguarding are effective.
  - Managers place a clear emphasis on learners' safety and security. Adult learners and apprentices feel safe and are safe. They know who to contact should they need to raise a concern.
  - Leaders and managers make suitable recruitment and pre-employment checks when appointing new staff. Well-trained staff follow up safeguarding referrals thoroughly. Records of incidents are comprehensive and up to date.
  - Adult learners and apprentices understand how to keep themselves safe from the risks of radicalisation and extremism and learn about the 'Prevent' duty during induction. Apprentices have a very good understanding of how to stay safe online. However, adults do not learn enough about how to protect themselves from online threats, bullying and grooming.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching on adult learning courses is not yet good. Teachers on courses leading to qualifications do not plan tasks in lessons that challenge learners, particularly the more able, sufficiently. As a result, many make slow progress in developing the skills and knowledge that they need to be successful. In contrast, learners on community programmes develop good practical skills. Apprentices make good progress and meet the needs of their employers.
- Teachers do not have sufficient information at the start of adult learning courses about all learners' abilities. This means that they are not always able to plan learning effectively. Although adults take a diagnostic test during induction, not all of them have the time to complete this. The tasks set by the teacher often do not reflect the levels that learners are working towards.
- Most teachers on adult learning courses leading to qualifications do not use questioning effectively to check learning in lessons. They do not probe, assess and improve learners' understanding sufficiently. Learners who are more confident tend to dominate discussions. Those with less confidence are not able to develop their understanding fully.
- Teachers on English, mathematics and English for speakers of other languages (ESOL) courses do not consider learners' ability fully enough when planning lessons. This hinders the progress of learners who are more able, and who are returning to sessions.
- Mathematics teaching on adult courses is not effective enough to help learners progress quickly. Often, a lack of clarity in instructions from teachers and a poor choice of examples confuse learners. This leads to slow progress for most adult learners. In contrast, apprentices make rapid progress in their mathematical skills development.
- Learners work hard in lessons. They concentrate, listen carefully and take part fully. They appreciate the opportunities to improve their skills that their learning gives them.
- Well-qualified teachers on community learning courses use their practical skills effectively to enthuse learners. They help learners to develop good skills that they can use outside the classroom. For example, in a sewing class, a highly skilled teacher helped learners develop a variety of different dressmaking techniques that they could use at home.
- Most teachers make good use of small group work to encourage adult learners to share ideas and develop confidence in their spoken English. In most ESOL lessons, teachers help learners improve their spoken English well. They correct learners' pronunciation sensitively. Apprentices develop good communication skills. They quickly become adept at communicating with clients in a professional manner using email and telephone.
- Learners from diverse backgrounds work very well together in a respectful manner. Teachers develop learners' understanding of British values well, both in induction and throughout courses. For example, in ESOL lessons, teachers help learners to reflect on what it means to be British. They encourage learners to describe their own cultures and then compare this to life in modern Britain.

## Personal development, behaviour and welfare

Good

- Adult learners and apprentices work very well with each other in lessons. They respect others' ideas and views and engage sensibly and sensitively in debates and discussions. This improves their confidence and develops their knowledge.
- All learners behave admirably, and almost all are very positive about their learning. They value their education and take pride in their work. They respond quickly to instructions and requests from staff. This allows most learning sessions to flow smoothly.
- Adult learners and apprentices attend well. Teachers now confidently challenge learners about attendance and punctuality. Attendance has risen consistently over the past three years, has reached the target set by leaders, and is high. Managers receive prompt notification if apprentices are absent from the workplace. Apprentices get good information about the absence policy and this helps them develop professional attitudes to attendance at work. The large majority of adult learners and apprentices are punctual and well prepared for their learning sessions.
- Effective and impartial careers advice and guidance help learners to make informed choices about their next steps. Advisory teams give learners useful and informative advice and guidance. Employability and curriculum vitae writing workshops and 'information technology for job hunters' courses prepare adults well for a move into employment.
- Apprentices develop good employability skills that improve their workplace expertise or help them move onto higher-level apprenticeships. They are able to achieve additional qualifications to make them more employable. For example, they take qualifications in food hygiene and sports coaching. All those who have already achieved a high grade in GCSE mathematics take part in a project to develop further their numeracy skills. Extra tuition from the National Youth Agency helps apprentices to learn how to manage money.
- Apprentices receive effective bespoke one-to-one sessions to help them find out about all career options. Sessions on curriculum vitae writing and feedback from mock interviews support them well to improve their skills.
- Managers and teachers support learners very well. Almost all adult learners speak positively about the help and encouragement they gain from their teachers. Apprentices, many of whom have difficult personal circumstances, receive high-quality and personalised support from staff that helps them achieve their qualifications. Because of this help, their self-confidence increases.
- Adult learners and apprentices learn about British values thoroughly at induction and throughout their courses. Teachers have effective discussions with learners about what it means to live in modern Britain and learners are able to put this learning into practice well. Apprentices benefit from a wide-ranging and effective programme of additional activities and extra studies. They complete modules on topics such as safeguarding, e-safety, health and safety and information security. This helps them to keep themselves safe and prepares them for the world of work.
- Leaders and managers celebrate learners' achievements and the progress that they have made. Adult learners attend a celebration event led by the mayor, and apprentices attend the 'Apprentice of the Year' award, and help to plan the event. Apprentices take part in National Apprentice Week, interviewing workers at Slough Borough Council who started as apprentices themselves.

- Leaders and managers have not developed a coherent programme to make sure that all adults develop their learning around subjects such as healthy living, emotional and mental well-being, and staying safe online.

## Outcomes for learners

## Requires improvement

- Achievement for the large numbers of adult learners on internally assessed community learning courses requires improvement. The proportion of these learners who achieved their goals declined in 2016/17. Not enough adult learners make good progress from their starting points.
- Although managers track the performance of most different groups of learners, they have not been able to close all performance gaps successfully. Male adult learners do not achieve as well as female learners, and male apprentices have not achieved as well as female apprentices for the past two years.
- Leaders and managers do not analyse thoroughly the destinations of adult learners after completing courses. They do not capture information from learners' previous learning to inform their future learning. As a result, managers are unable to evaluate the impact of the service or how effectively courses help unemployed learners gain jobs.
- The small numbers of adults who take accredited courses achieve well. Pass rates improved from 2015/16 and are high. The large majority of those who take qualifications at entry level, level 1 and level 2, achieve. Achievement for the small number of apprentices improved in 2016/17. Their timely achievement is higher than in other similar services. However, retention rates of adult learners have declined over the past three years.
- Adult learners taking functional skills qualifications achieve well. Most apprentices achieve their functional skills English, mathematics, and information and communication technology qualifications at the first attempt.
- Learners on almost all courses enjoy their learning. In most family and community learning courses, learners' standards of work are good. However, the less effective teaching on accredited courses means that learners' progress in these is slow.
- Teachers and managers collect a wide range of information about learners' aspirations, their levels of satisfaction and their concerns. The vast majority of learners express high levels of approval for their courses. They take pride in the skills they develop during their learning.
- Almost all apprentices move into employment or higher levels of learning at the end of their apprenticeship. Adult learners increase their levels of confidence because of their courses. A large number of adults want to improve their parenting skills and understand the subjects that their children are taking at school. The great majority of learners with these aspirations achieve them.

## Types of provision

### Adult learning programmes

### Requires improvement

- Over 3,000 adult learners take full- and part-time courses on nine main sites and community centres across Slough and the Royal Borough of Windsor and Maidenhead. The large majority of learners take part in community and family learning. Learners also enrol on English, mathematics and ESOL courses, as well as courses to prepare people for employment.
- Most community and family learning sessions inspire and interest learners. However, not enough teaching, particularly on accredited courses, challenges learners to make quick enough progress. In a substantial number of theoretical lessons, teaching is uninspiring. Resources that teachers use are not of a high enough quality to enthuse learners. Those enrolled on English, mathematics and ESOL courses do not make quick enough progress.
- Too few teachers plan learning that challenges all learners. In lessons where there are learners of different levels and abilities, too many teachers set the same tasks for all learners. Consequently, some find the tasks too easy and complete the work quickly, and others struggle.
- Staff help adults to set effective and individualised short, mid- and long-term goals. Although learners revisit these goals throughout the course, they do not inform later learning, particularly when learners re-enrol onto accredited courses.
- Most teachers have good subject knowledge and relevant industry experience, particularly in community learning. However, a small number of teachers on adult courses do not have the necessary level of spoken English to teach effectively. This hinders progress because instructions, guidance and explanations are confusing and grammatically poor.
- Leaders have high expectations of what adults can achieve. They have made substantial progress in improving the quality of adult courses in the past four months. Leaders and managers have developed an inclusive and caring environment where learners work well together and enjoy their learning.
- Leaders have planned courses well to make sure they meet the needs of the local community. Most courses lead clearly to higher levels of learning and routes into employment. This supports local priorities well and helps reduce the numbers of those who are not in education, employment or training (NEET).
- Leaders and managers use the community learning fund effectively. They develop learning programmes and projects that make local communities stronger. For example, links with local charities support those affected by domestic abuse and encourage older members of the community to form friendships that aid their well-being. The 'Active Slough' scheme supports organisations and groups to present cultural activities that encourage healthier lifestyles.

## Apprenticeships

Good

- At the time of the inspection, there were 25 intermediate and three advanced apprentices. Most apprentices are following courses in business administration. A few follow customer service and youth work courses.
- Staff have high expectations of all apprentices, including those with low starting points. The large majority of apprentices achieve their qualification by the planned end date. Most move on to permanent employment or higher-level apprenticeships.
- Apprentices from diverse backgrounds work positively together. They treat each other with respect and enjoy their learning. They listen carefully to their teachers and discuss topics maturely with their peers. They value the early opportunity to work independently in their apprenticeship and appreciate the trust that their managers place in them.
- Leaders make sure that the apprenticeship programme fully meets the requirements of an apprenticeship. Apprentices enjoy a good range of additional training courses. These prepare them well for working in a business environment.
- Almost all current apprentices are making good progress. They know how well they are doing and how to complete their qualifications successfully.
- Apprentices develop good business administration and customer service skills that employers value highly. As a result, they make a considerable positive contribution in the workplace. Apprentices quickly develop good skills in matters such as minute taking in meetings, managing files and dealing with clients in a professional manner.
- Staff develop apprentices' information technology skills effectively. Apprentices use these skills well to carry out tasks that help their employers. For example, they create advertising material to promote the work of the youth service. They also create a user guide for a database that council staff use to record safeguarding information.
- Apprentices benefit from very good support provided by the apprenticeship coordinators, youth service support team and workplace managers. For example, one hearing-impaired apprentice helps her peers to develop skills in signing. Young people who have been in care receive particularly good support to make sure that they are successful.
- Teachers develop apprentices' English and mathematics skills well. As result, they make rapid progress. Most pass their functional skills qualifications quickly.
- Apprentices communicate with confidence. They develop their English skills well through their training and because of the support provided in the workplace. They learn effective use of email to communicate with clients and to answer telephone calls in a professional manner. They learn how to deal with customer complaints in a sensitive manner.
- All apprentices complete an innovative project based on a topic to do with equality, diversity or safeguarding, and they present their findings to all placement managers. This tests their learning and presentation skills, as well as building their confidence and self-esteem.
- Assessors do not visit a very small number of apprentices often enough, nor do they provide prompt feedback on assessed work for these apprentices. This slows progress for these apprentices.

## Provider details

Unique reference number	54429
Type of provider	Local authority
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	3,140
Principal/CEO	Ketan Gandhi
Telephone number	01753 696099
Website	<a href="http://www.slough.gov.uk/communitylearning">www.slough.gov.uk/communitylearning</a>

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	-	172	-	15	-	-	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	12	7	1	8	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	<ul style="list-style-type: none"> <li>• Adult Dyslexia Centre (Thames Valley)</li> <li>• DASH (Domestic Abuse Stops Here)</li> <li>• Destiny Support</li> <li>• East Berkshire College</li> <li>• MAPIS</li> <li>• Resource Productions</li> <li>• Workers' Educational Association</li> </ul>							



## Information about this inspection

The inspection team was assisted by the skills and employment manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Andy Fitt, lead inspector	Her Majesty's Inspector
Harpreet Nagra	Her Majesty's Inspector
Roger Pilgrim	Ofsted Inspector

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 14<sup>th</sup> March 2018

**CONTACT OFFICER:** Cate Duffy, Director of Children, Learning and Skills  
**(For all Enquiries)** (01753) 875751

Report produced by Johnny Kyriacou (Service Lead – School Effectiveness) and Michael Jarret (Service Lead – Early Years & Development)  
(01753) 875751

**WARD(S):** All Wards

**PART I**  
**FOR COMMENT & CONSIDERATION**

**SCHOOL STANDARDS AND EFFECTIVENESS**

**1. Purpose of Report**

- 1.1 To provide an overview of school effectiveness and standards in Slough at EYFS, KS2, KS4 and KS5. To look at patterns of achievement for schools and groups of pupils, in order to better inform strategic planning.
- 1.2 This report addresses key principles from our school Improvement Strategy (2017/18). The stated key principles include:
- Educational achievement is the most effective way to improve outcomes and break cycles of deprivation and poverty.
  - High quality early education is good for children, with positive short and longer term impacts on their learning and development. Early Years education is also good for equality, with the most disadvantaged children reaping the greatest benefits.
  - Partnerships have a key role to play because they provide a rich combination of high expectations, innovative thinking and a community within which all learners can thrive and achieve.
  - While schools are self-managing and autonomous institutions, responsible for their own performance and improvement, the LA will support and challenge them and intervene where appropriate. The LA will aim to improve and sustain improvement, both in attainment and in the achievement and rate of progress of our children and young people.

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

The Panel is requested to note the report and comment as appropriate.

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

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

Priorities:

2. Increasing life expectancy by focusing on inequalities

#### 3b. Five Year Plan Outcomes

**This report refers to priority outcome 1**

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

### 4. Other Implications

#### (a) Financial

There are no significant financial implications associated with this report.

#### (b) Risk Management

Each of the targets within the Outcome 1 plan are already included within the service planning framework of the relevant council directorates and overseen by the corporate Five Year Plan Board, Cabinet and Scrutiny Panels.

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

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

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

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

(e) Workforce

There are no workforce implications

5. **Supporting Information**

**Statutory Duties**

- 5.1 The local authority has a statutory duty ‘to promote high standards and fulfilment of potential in schools so that all children and young people benefit from at least a good education.’ (Education Act and Inspections Act 1996). Any child learning within the borough is a Slough pupil regardless of the form of governance of the school or their place of residence. The local authority also has a statutory duty (Children Act 2004, 2006) to act as the champion for all children and young people in the borough and is responsible for maintaining an overview of the effectiveness of all schools including sponsored academies, converter academies, free schools, the local college and training providers.

**The School Effectiveness Team**

- 5.2 The School Effectiveness team consists of a small core group which includes permanent staff and a team of consultants, some of whom work up to 3 days a week in Slough:

- Service Lead – School Effectiveness
- Education Safeguarding Officer
- Standards and Effectiveness Officer (SEND)
- External consultant team
- Senior Standards and Effectiveness Officer (Primary 3 days a week)
- Senior Standards and Effectiveness Officer (Secondary 2 days a week)
- Senior Education Liaison Officer (2 days a week)
- Team of primary and secondary consultants

**Partnership Arrangements**

- 5.3 Key partnership arrangements with schools for overseeing and planning strategic educational developments include:

- The **Slough Education Partnership Board (SEPB)**. This consists of a range of Headteachers from all phases and settings and council officers. It is chaired jointly by the Director of Children, Learning and Skills and a Headteacher on a rotation basis.
- The **Slough School Improvement Board (SSIB)**. This consists of Headteachers cross phase, the Slough Teaching School Alliance and council officers. It is chaired by the Service Lead – School Effectiveness.

- Slough Borough Council works closely with the **Slough Teaching School Alliance (STSA)**. The local school improvement fund is overseen jointly through the STSA and the Senior Education Liaison Officer for Slough. (see below)
- Slough Borough Council has regular meeting with the Regional Schools Commissioner and the link HMI inspector for Slough
- Autumn Term Visits are carried out by school improvement partners each year and offered to all schools

### **The Local School Improvement Fund**

- 5.4 The Local School Improvement Fund arises from of an agreement by schools forum to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives from 2016/17. The fund has been topped up by an additional £49,500 in 2017/18 again through agreement with schools forum. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities. One such project involves twelve primary schools.
- 5.5 The LA and STSA oversee the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes.

### **School Improvement Strategy**

- 5.6 A School Improvement Strategy for 2017/18 is in place that sets out the council's approach to school improvement and effectiveness. This is currently in the process of being revised in consultation with schools.

### **Executive Summary**

- 5.7 Below is a brief summary of the overall report, but themes are explored in greater detail throughout:
- 65% of state funded schools (including nurseries) are academies or free schools.
  - 75% of primary, secondary, special schools and PRUs combined are academies or free schools
  - The proportion of good and outstanding schools in Slough is 87% which is 2% below the national average (equal to one school)
  - Standards in key measures are above national average in EYFS, Key Stage 2 and significantly above the national average at Key Stage 4.
  - Standards at KS5 are just below the national average at Post-16 for A-Level and Applied General Entry, but above the national average for pupils attaining AAB in facilitating subjects.
  - In the Early Years Foundation Stage Slough ranks 63<sup>rd</sup> against all other local authorities for pupils achieving a good level of development in 2017. This is up 20 places from 83<sup>rd</sup> in 2016.
  - At KS2 Slough is ranked 55<sup>th</sup> against all other local authorities for pupils achieving the expected standards in Reading, Writing and Maths combined which has increased by 8 places since 2016

- At KS4 Slough is ranked 14<sup>th</sup> for progress 8 against all other local authorities, increasing by two places from 2016.
- At KS5 Slough is ranked 50<sup>th</sup> for average point score entry per A-Level and 96<sup>th</sup> for average point score per Applied General Entry. This represents a rise of 15 places and 42 places respectively.
- Girls are outperforming boys at all key stages but the gaps are greatest at KS4.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations to low attainment are gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

### **Type of School**

5.8 Governance arrangements in Slough schools are diverse. The table below shows the number of schools and nurseries along with their governance arrangements:

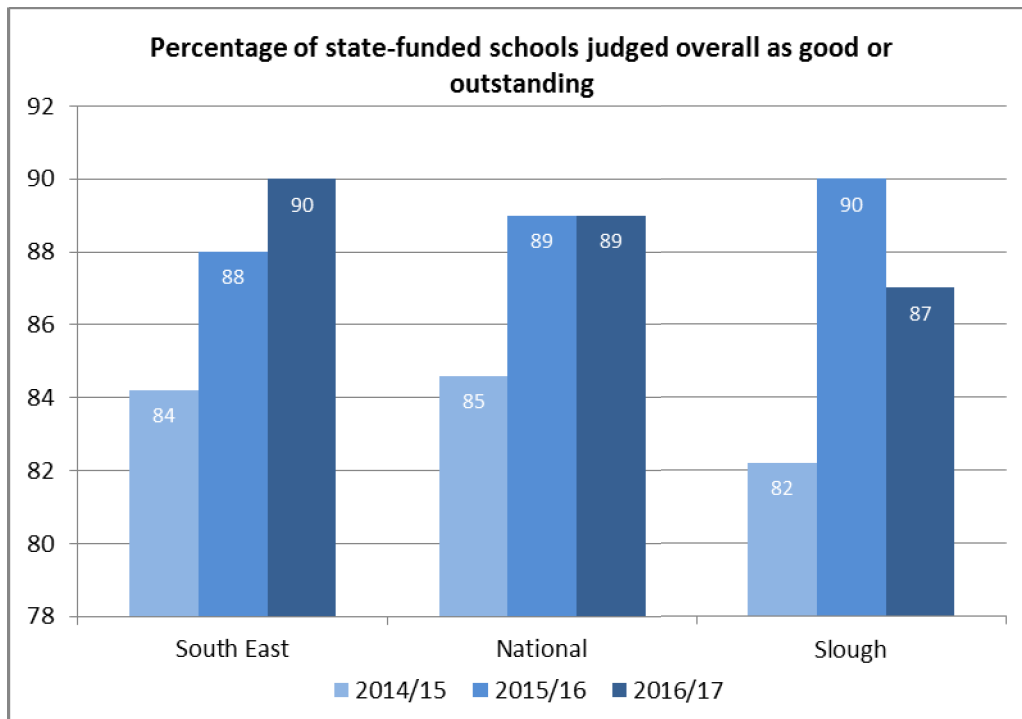
**Table 7a: Type of School**

<b>Type of school</b>	<b>Nursery</b>	<b>Primary</b>	<b>Secondary</b>	<b>All through</b>	<b>Special</b>	<b>Pupil Referral Unit</b>	<b>Total</b>
Maintained Community	5	3	1	0	1	0	<b>10</b>
Maintained Voluntary-Aided	0	4	1	0	0	0	<b>5</b>
Voluntary Controlled	0	1	0	0	0	0	<b>1</b>
Maintained Foundation	0	2	0	0	0	0	<b>2</b>
Academy	0	17	9	0	1	1	<b>28</b>
Free School	0	2	3	1	0	0	<b>6</b>
<b>Total</b>	<b>5</b>	<b>29</b>	<b>14</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>52</b>

### **Ofsted Judgements**

5.9 The table below is taken from official Ofsted figures up to August 2017.

**Table 8a: Overall Ofsted judgements**

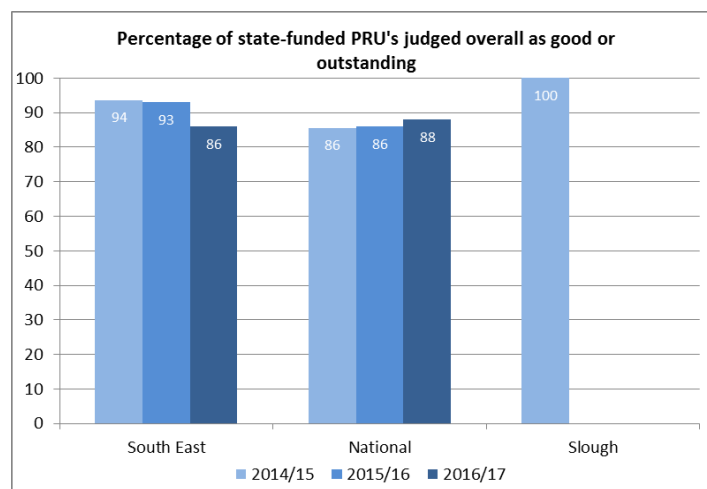
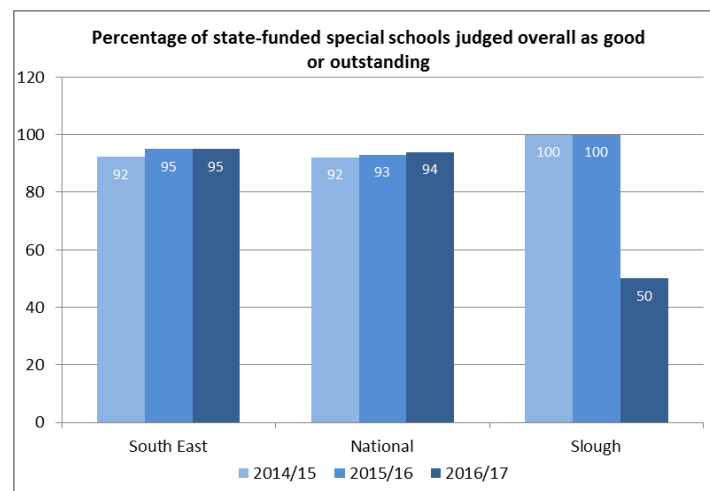
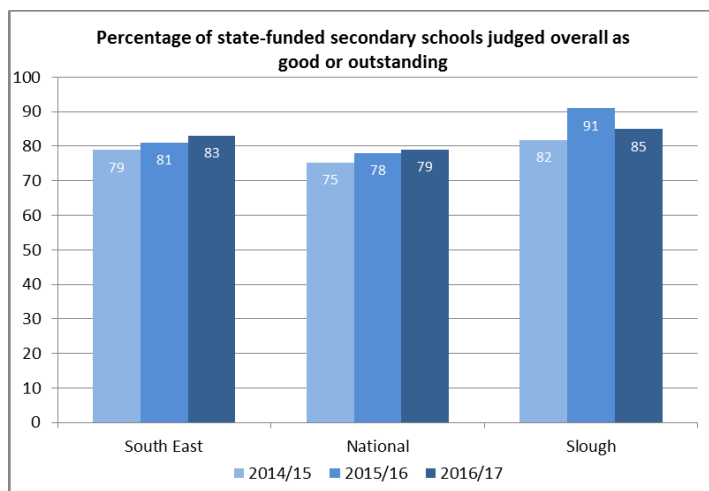
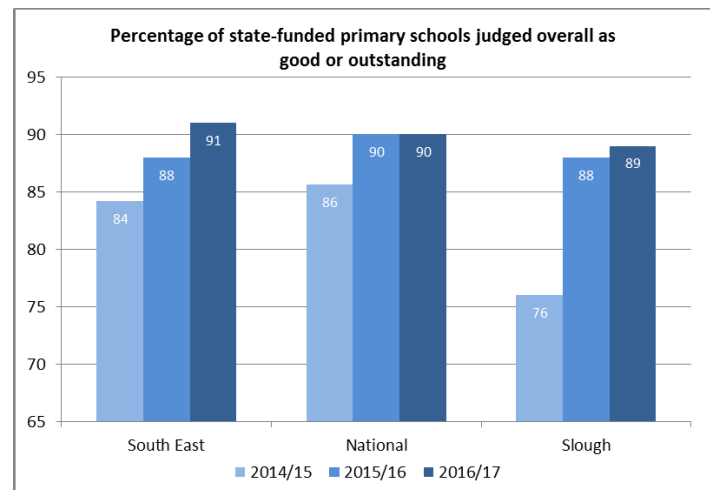
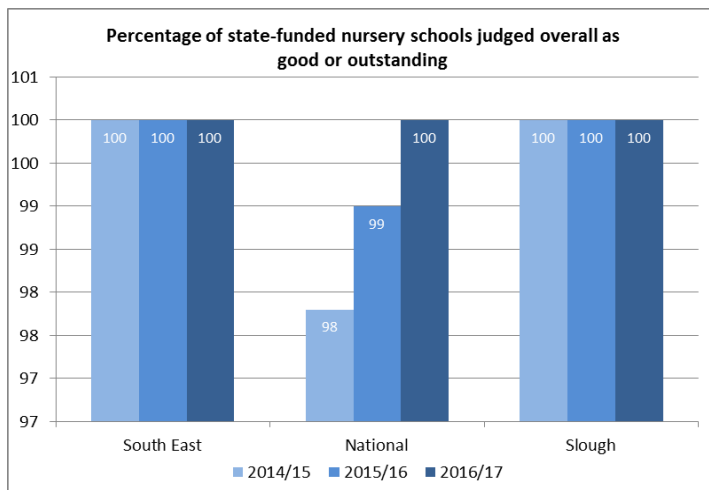


- 5.10 The overall effectiveness of schools in Slough has improved since 2014/15 although it presently sits 2% below the national average and 3% below the South East average. This is equivalent to one school.
- 5.11 There are currently eight schools that have no formal Ofsted designation either because they are free schools yet to be inspected or have recently converted to academy status as sponsored academies. In 2016/17 four schools converted to academy status.
- 5.12 In 2016/17 there were eleven Section 5 Ofsted inspections. Of these eleven schools one was judged Outstanding (having previously been Requires Improvement), five schools were judged Good (one improving from Inadequate, three maintained Good and one had no previous inspection) three schools were judged Requires Improvement (two from having no formal designation and one falling from Good), two schools were judged 'Inadequate' (one falling from Good and the other having previously not been inspected).
- 5.13 Due to the length of time between Ofsted inspection cycles the schools judged as Requires Improvement or Inadequate will not have a full inspection this academic year.
- 5.14 In this academic year of 2017/18, there have been two Section 5 Ofsted inspections and both judgements were graded as Good with both schools maintaining their previous Good judgement.



# Ofsted Judgements by Phase

## Table 8b: Judgements by phase



## Challenge and Support to Schools

- 5.15 The national context and policy direction is for schools to be increasingly autonomous, responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The Local Authority welcomes this autonomy, challenging schools to achieve high standards and working with schools in partnership, facilitating and brokering activity that supports school improvement. The local authority does not offer direct school improvement services, but offers support via visits from local school improvement consultants and the facilitation of collaborative projects and networks.
- 5.16 The local authority has a statutory duty to intervene in maintained schools of concern, whilst academies and free schools are overseen by the Regional Schools Commissioner. Of the maintained schools in Slough all are good or better except for Arbour Vale School which was judged as Inadequate and placed in Special Measures in June 2017. The inspection took place following a warning notice served to the school by the local authority and the exercising of statutory powers of intervention. The LA has been working closely with the school to improve and is overseeing the academisation process of the school in partnership with the Regional Schools Commissioner.
- 5.17 Academies engage with the LA by choice and are under no obligation to work with us. However, as an LA we offer all Slough schools support regardless of designation. Lynch Hill Enterprise Academy was judged as Inadequate in June 2017. The LA is working with the school to facilitate improvement and has offered resources in the form of our Senior Standards and Effectiveness Officer (Secondary) to work with the school on identified issues from their Ofsted report.
- 5.18 Godolphin Infants, Foxborough and Parlaunt Park are currently Requires Improvement, having been inspected in the 2016/17 academic year. All schools engage positively with the LA and have taken up the offer of LA resources through the Senior Standards and Effectiveness Officer (Primary) and the various consultants at our disposal. Godolphin Infants and Foxborough have both had monitoring visits this academic year (2017/18) and both reports have been positive, which demonstrates the benefits of partnership working.

## Early Years Foundation Stage

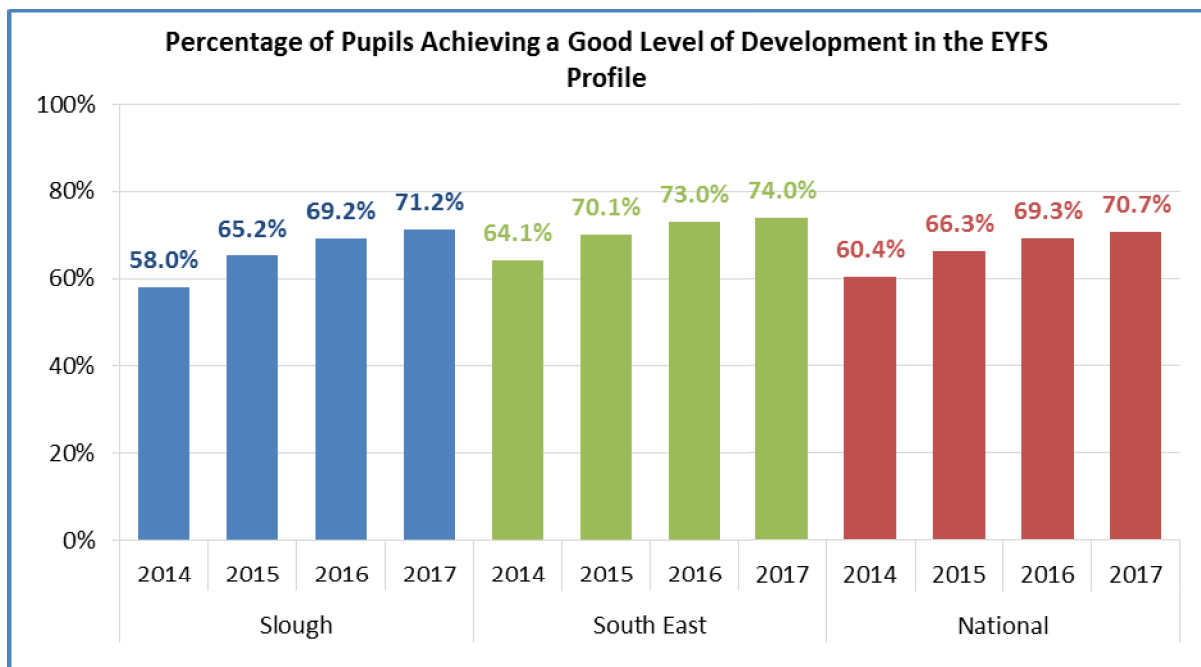
### Overview

- 5.19 The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the Reception year. A child achieves a Good Level of Development (GLD) if they attain expected or exceeding in all of the prime Early Learning Goals (ELG) and the ELGs in Literacy and Mathematics. In summer 2017 the proportion of children achieving GLD for Slough was **71.2%** compared to a national average of **70.7%**. This is the first time that the Slough GLD has exceeded the national figure, and it illustrates our continuing improvement.
- 5.20 Table 9a illustrates the GLD measure for each of the contributing schools from 2014 – 2017.

**Table 9a: Proportion children achieving GLD**

<b>School/ Setting</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Diff</b>
Arbour Vale School	7	0	0	0	0
Castlevew Primary School	88	88	90	88	-2
Cippenham Infant School	59	69	72	68	-4
Cippenham Primary School	71	72	75	75	0
Claycots School	60	74	69	72	3
Colnbrook CE Primary School	43	47	53	65	12
Foxborough Primary School	53	61	37	71	34
Godophin Infant School	42	66	65	75	10
Holy Family Catholic Primary School	55	61	65	70	5
Iqra Islamic Primary School	53	69	79	81	2
James Elliman School	61	70	69	74	5
Khalsa Primary School	71	77	80	80	0
Langley Hall Primary School	52	60	74	80	6
Littledown School				0	
Lynch Hill Primary Academy	54	58	67	59	-8
Marish Primary School	68	64	75	75	0
Montem Academy	59	58	68	76	8
Our Lady of Peace Catholic Primary School	60	70	76	66	-10
Parlaunt Park Primary Academy	53	67	55	61	6
Penn Wood Primary School	44	57	57	59	2
Pippins School	70	56	85	73	-12
Priory School	60	64	70	69	-1
Ryvers School	67	73	60	79	19
St Anthony's Catholic Primary School	43	52	51	55	4
St Ethelbert's Catholic Primary School	39	62	65	56	-9
St Mary's CE Primary School	59	69	83	80	-3
The Langley Academy Primary			84	76	-8
Western House Academy	44	55	67	73	6
Wexham Court Primary School	82	71	75	79	4
Willow Primary School	67	65	76	76	0
<b>Slough LA (exc PVI's)</b>	58	65	69	71	2
<b>Slough LA (incl PVI's)</b>	58	65	69	71	2
<b>National Average</b>	60	66	69	71	2
<b>Diff from National</b>	-2	-1	0	0	
<b>Slough National Ranking</b>	97th	89th	83rd	63rd	

**Table 9b**



5.21 The percentage of children achieving expected or better in Literacy has previously been the Area of Learning that has proved a limiting factor for the overall Good Level of Development. Reading and Writing have improved year on year for several years now and it is this improving attainment that has resulted in improved GLD figures.

**Table 9c: Literacy**

% achieving expected +	Reading	Writing
2014	73%	66%
2015	76%	71%
2016	78%	73%
2017	79%	74%

**Statistical Neighbours**

5.22 Slough’s statistical neighbours are; Birmingham, City of Leicester, Coventry, Ealing, Hillingdon, Hounslow, Luton, Reading, Redbridge and Sandwell.

5.23 Many of the key attainment indicators for EYFS illustrate Slough’s improving results when compared to statistical neighbours See Table 9d below:

**Table 9d**

Ranking of Slough against its statistical neighbours	Slough LA Rank (out of 11 LAs)	
	2016	2017
% Working at or above the expected standard in Literacy	6th	4th
% Working at or above the expected standard in Maths	4th	5th
% Working at or above the expected standard in all Prime areas of learning	2nd	3rd
% Working at or above the expected standard across all specific areas of Learning	5th	4th
% Achieving a GLD	6th	4th
% achieving at or above expected across all ELG	5th	4th

### Performance of groups

#### Gender

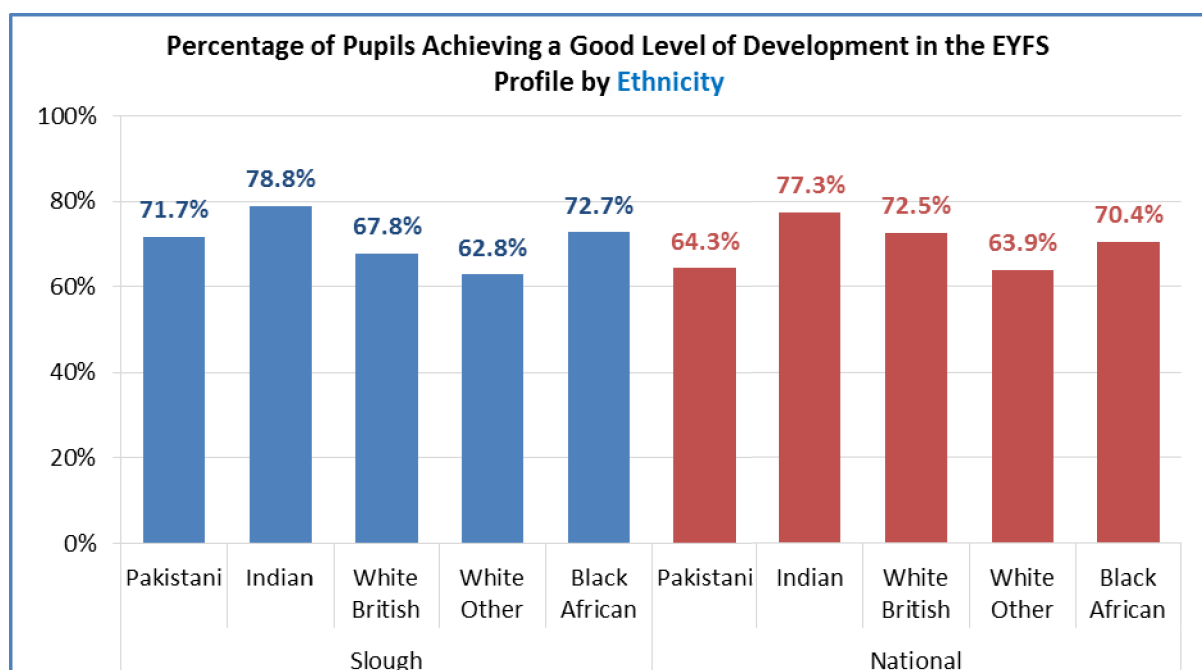
- 5.24 Greater percentages of girls achieve ELGs in virtually every area of learning at EYFS. However, there is an upward trend in attainment in Slough for both boys and girls which demonstrates positive progress.
- 5.25 The gap in gender attainment of GLD has fluctuated slightly year on year with the greatest gap occurring in 2015. The 2017 figure is a substantial improvement on the previous three years and places Slough slightly above the national average. See the table 9e below using National Consortium of Examination Results (NCER) information:

**Table 9e**

Year	Gender Gap Slough GLD	Gender Gap National GLD
2014	16.0	16.3
2015	16.2	15.6
2016	15.9	14.7
2017	12.4	13.7

- 5.26 Boys attainment continues to be a key focus of all support and development work supported by Slough Early Years Service as it is a reoccurring factor when we analyse the attainment of specific ethnic groups and language speakers.

**Table 9f: Ethnicity**



5.27 Attainment at EYFSP varies between different ethnic groups although most are broadly in line or slightly above the national average. The main exceptions to this statement are pupils from a white British, white Gypsy / Roma and Mixed White and African backgrounds. The largest of these groups is the White British. There were 354 children in this group in 2017 and 23.5% of them were identified as meeting the Free School Meals criteria. 68% of White British children achieved a GLD in 2017. This is lower than both the Slough average of 71.2% and the national average of 70.5% but continues the upward trajectory since 2014 at a rate that is broadly in line with the progression of the Slough GLD average.

5.28 It is important to note that attainment of a GLD at EYFSP is dependent on achieving ELGs in many areas that must be assessed in English. The child must demonstrate competency in English in the 3 aspects of Communication and Language and the 2 aspects of Literacy. Many of the children in Early Years have little or no English on starting at nursery or Reception. There has been significant focus, over a number of years, on strategies to support children’s learning of English and there has been progress in the attainment of reading and Writing (See table 9c Literacy)

**Performance of children in receipt of free school meals**

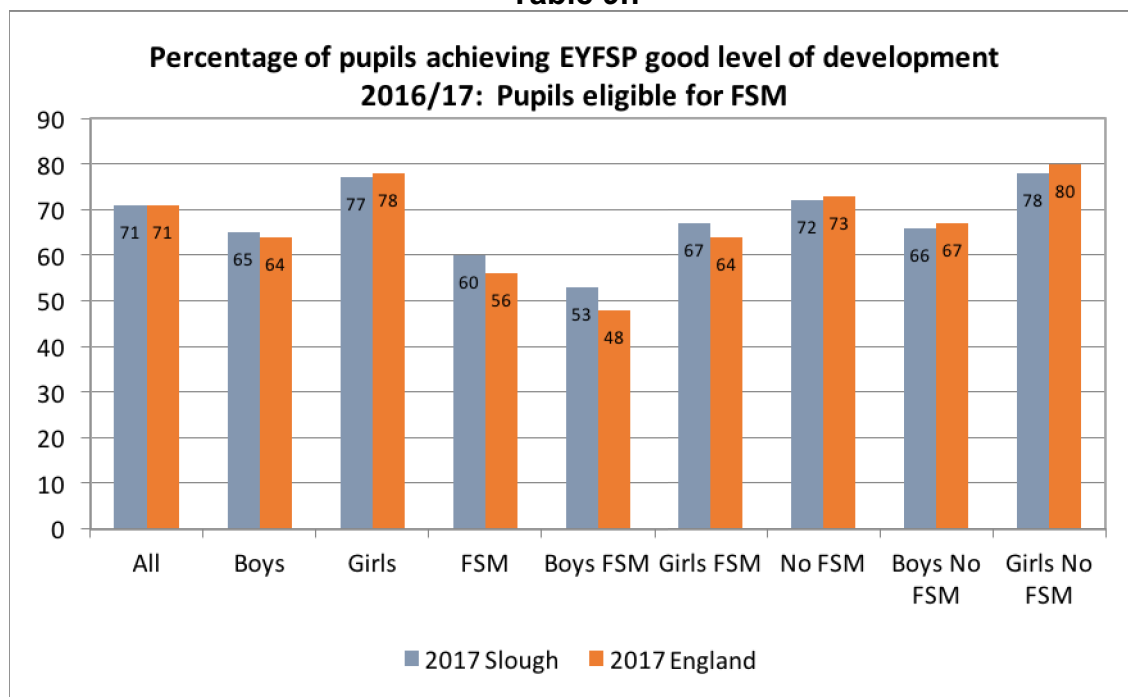
5.29 There has been an increase over time in the percentage of children in receipt of free school meals achieving a GLD at the end of EYFS. *(Please note that Free School Meals (FSM) criteria is often under-reported in Early years)* As with the GLD figures for the whole cohort, girls achieve better than boys.

**Table 9g**

Year	FSM			No FSM		
	Slough	Nat	Gap	Slough	Nat	Gap
2014	48	45	3	59	64	-5
2015	58	51	7	66	69	-3
2016	53	54	-1	71	72	-1
2017	60	56	4	72	73	-1

5.30 Table 9g shows that the gap between those on FSM in Slough and those on FSM nationally has exceeded the national average every year except for 2016. The gap between those on no FSM in Slough compared to those nationally has closed and remained just under the national average in 2016 and 2017.

**Table 9h**



**Attainment gap between all children and the lowest attaining 20%**

2017 England 31.7  
 2017 Slough 29.7

5.31 Slough’s attainment gap is better (smaller) than the national figure and the lowest in comparison with our statistical neighbours. There has been a significant reduction since the 2013 figure of 37.1 but a slight increase since 2016.

**Conclusion**

5.32 Attainment in Early Years in Slough continues to increase over time, in both prime and specific Areas of Learning. Analysis of a number of groups that perform less well than the Slough average clearly shows that the common thread is boy’s attainment in comparison with girls. There is considerable progress with boys attainment, but it will continue to be a focus for analysis, support and

challenge across the Early Years in order to address underlying factors of disadvantage and SEND sector.

## **Key Stage 2**

### **KS2 Trends**

- 5.33 A new primary curriculum was introduced in 2014 and new statutory assessments in 2016. This means that it is only meaningful to provide a two year trend. Well publicised difficulties in implementing the new statutory assessments in 2016 mean that comparisons between 2016 and 2017 must be treated with caution.
- 5.34 Outcomes in Slough primary schools for Reading, Writing and Mathematics at Key Stage 2 improved in 2017 and are now above the national average.

### **KS2 Coasting Measure**

- 5.35 The DfE have defined what coasting school criteria are below. In order to be categorised as coasting, schools must meet the criteria for 3 years in a row:
- In 2015, fewer than 85% of pupils achieved level 4 in English reading, English writing and mathematics and below the national median percentage of pupils achieved expected progress in all of English reading, English writing and mathematics, and In 2016, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing
  - In 2017, fewer than 85% of pupils achieved the expected standard at the end of primary schools and average progress made by pupils was less than -2.5 in English reading, -2.5 in mathematics or -3.5 in English writing.
- 5.36 No schools in Slough are defined as coasting. Only 39 out of 150 local authorities achieved this. The following schools, although not defined as coasting for the last three years, met the coasting criteria for at least one of the last three years: Claycots School in 2016 and 2017; IQRA School, St Ethelbert's Primary and St Mary's Primary in 2017.

### **KS2 Floor Standards**

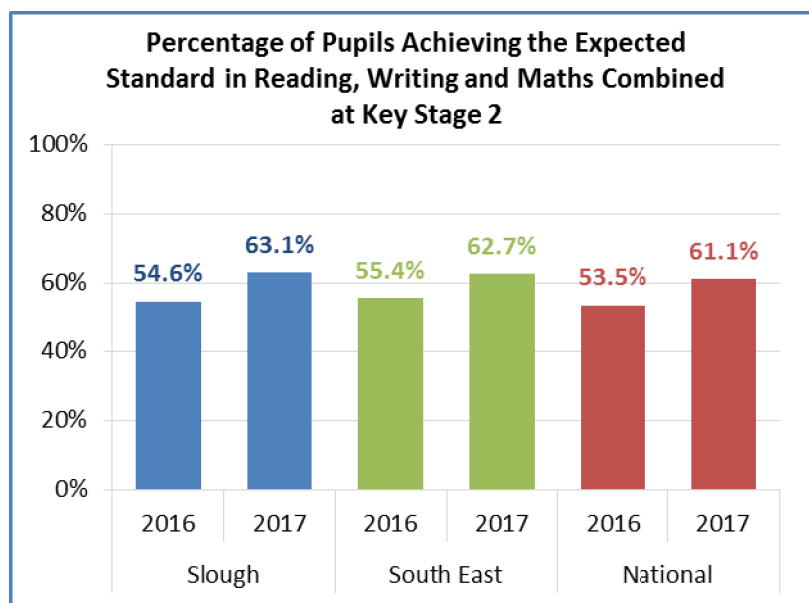
- 5.37 The DfE have defined what floor standards for KS2 are below:
- In 2017, a school will be above the floor if at least 65 per cent of pupils meet the expected standard in reading, writing and maths at key stage 2, or if it achieves "sufficient progress scores" in all three subjects.
  - This year, the required progress scores are -5 in reading, -5 in maths and -7 in writing.
  - No Slough primary schools were below the 2017 DfE floor standard. Only 46 of 150 local authorities achieved this.



## Overview

- 5.38 The proportion of pupils achieving expected standards in Reading, Writing and Mathematics in Slough are above the national average for 2017 with an improving trend over the last two years. Slough is broadly in line with the South East average for both 2016 and 2017.

**Table 10a: KS2 RWM**



- 5.39 Outcomes in Slough are below the national average in progress for Reading but above the national average for progress in Writing and Mathematics

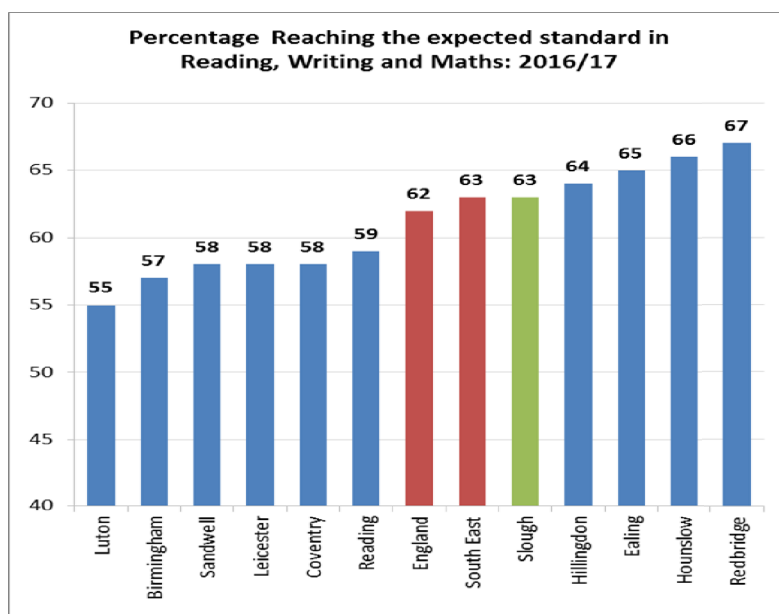
**Table 10b: KS2 Progress**

Progress Scores	Slough	England
Reading	-0.3	0
Writing	1.0	0
Mathematics	1.0	0

## Statistical Neighbours

- 5.40 Outcomes in Slough are just above the average compared to statistical neighbours (local authorities who share similar characteristics) for reaching expected standards in RWM.

**Table 11a: Statistical Neighbours RWM**



**Performance of groups**

**Gender**

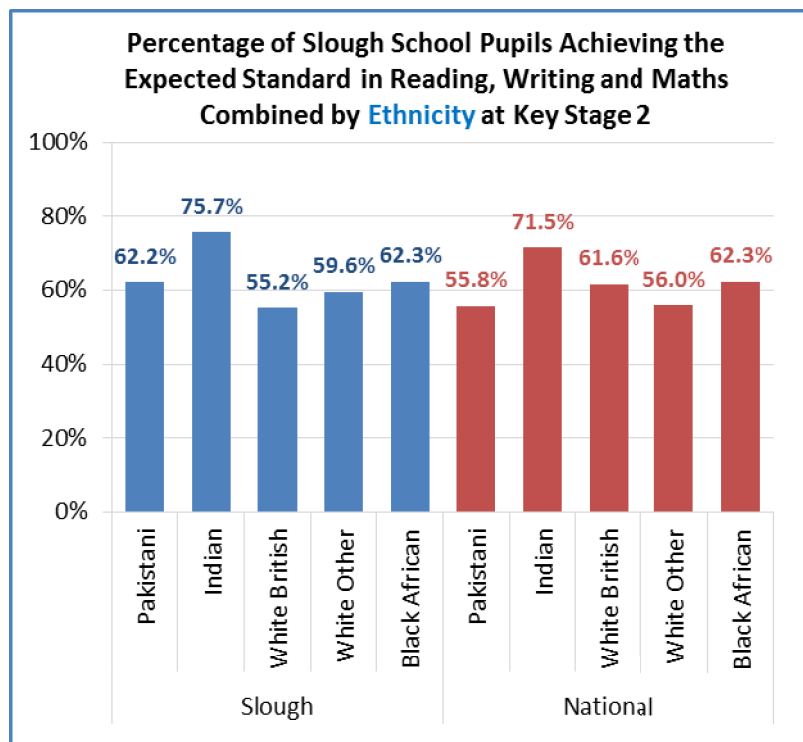
- 5.41 Whilst girls outperform boys and have remained in line with the national average for the last two years there, has been an improvement in the performance of boys. Outcomes for boys are above those of boys nationally.
- 5.42 The gap between boys and girls is smaller than the gap nationally and has decreased from 2016 to 2017

**Table 12a: Boys compared to Girls achieving RWM**

	All Pupils	Gender		
		Boys	Girls	Gender Gap
National 2016	53%	50%	57%	7%
Slough LA 2016	54.6%	51.0%	58.4%	7.4%
National 2017	61.1%	57.4%	65.1%	7.7%
Slough LA 2017	63.1%	60.3%	66.0%	5.7%

## Ethnicity

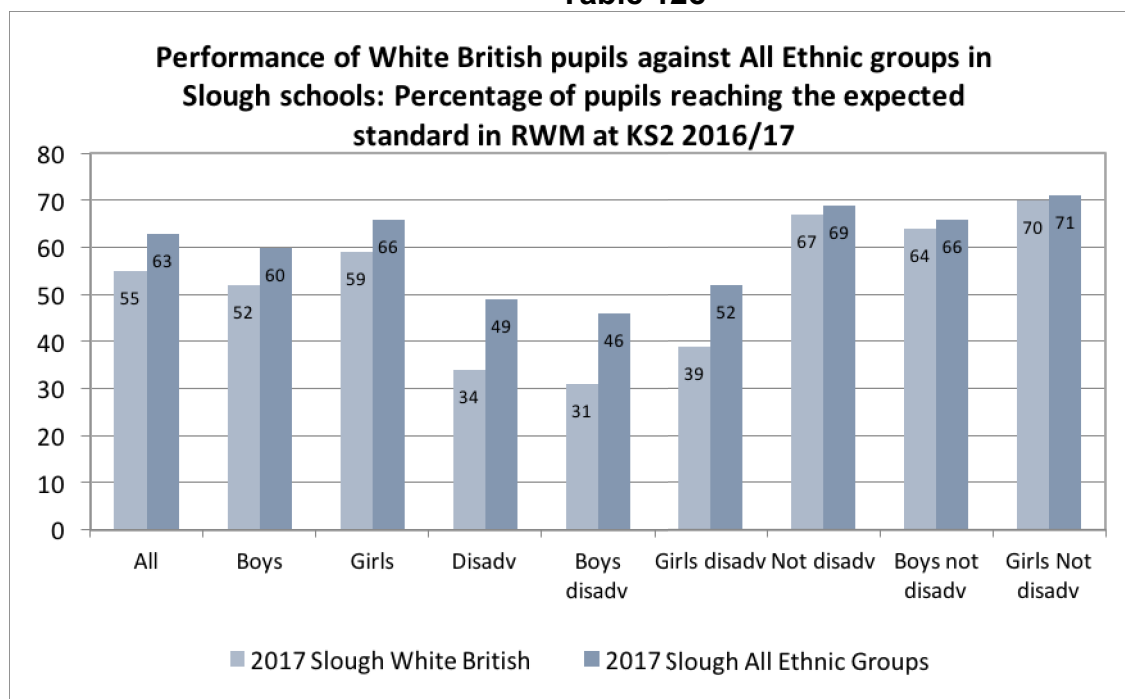
Table 12b: Ethnicity



- 5.43 The chart above shows that the highest performing group in Slough is Indian followed by Pakistani and Black African. Whilst these groups are performing above (or in line with national average for similar pupils) it is the Indian group that is performing significantly above both the national and South East average. Performance of pupils in the White Other, Pakistani and Black African categories have moved from below national average to above or in line with national average.

## Performance of white British pupils by disadvantaged and gender

Table 12c



5.44 Disadvantaged white British pupils are the lowest performing ethnic group, with outcome for boys being considerably lower than those for girls. However, outcomes for those who are not disadvantaged\* are well above the Slough average, suggesting that it is disadvantage and gender, rather than ethnicity, which are the biggest factors in the low attainment of white British pupils.

5.45 What is key to consider here is the size of the sub-group 62 boys and 57 girls out of 604 pupils or 20% of our disadvantaged group are significantly under achieving when compared to their peers.

\* *The DfE define disadvantage as those who have been entitled to FSM in the last 6 years; who have been in local authority care for 1 day or more; or who have left local authority care for adoption, special guardianship or a child arrangement*

### SEND

#### Reporting on outcomes for children with SEND

5.46 Pupils with special educational needs include those with SEN Support, with statements of SEND or an education, health and care (EHC) plan. Nationally and in Slough SEND children have the lowest levels of achievement and the largest gaps to the performance of other children. Children with SEND are much more likely to have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. There has been an increase in both the number and the proportion of children with SEND in Slough. In some cases children with SEND will have extremely complex needs. The nature of special educational need and the impact this may have on learning and progress will vary widely. *Therefore, the national and local gap data for key measures at each key stage are included within this report, but without further comment. All those*

with Education, Health and Care Plans will have their learning and progress monitored at annual review. School Improvement Consultants will also discuss the progress of children with SEND when they visit each school.

- 5.47 At KS2 the gap between those with SEND and non-SEND is wider than the national average and has increased from 2016 to 2017.

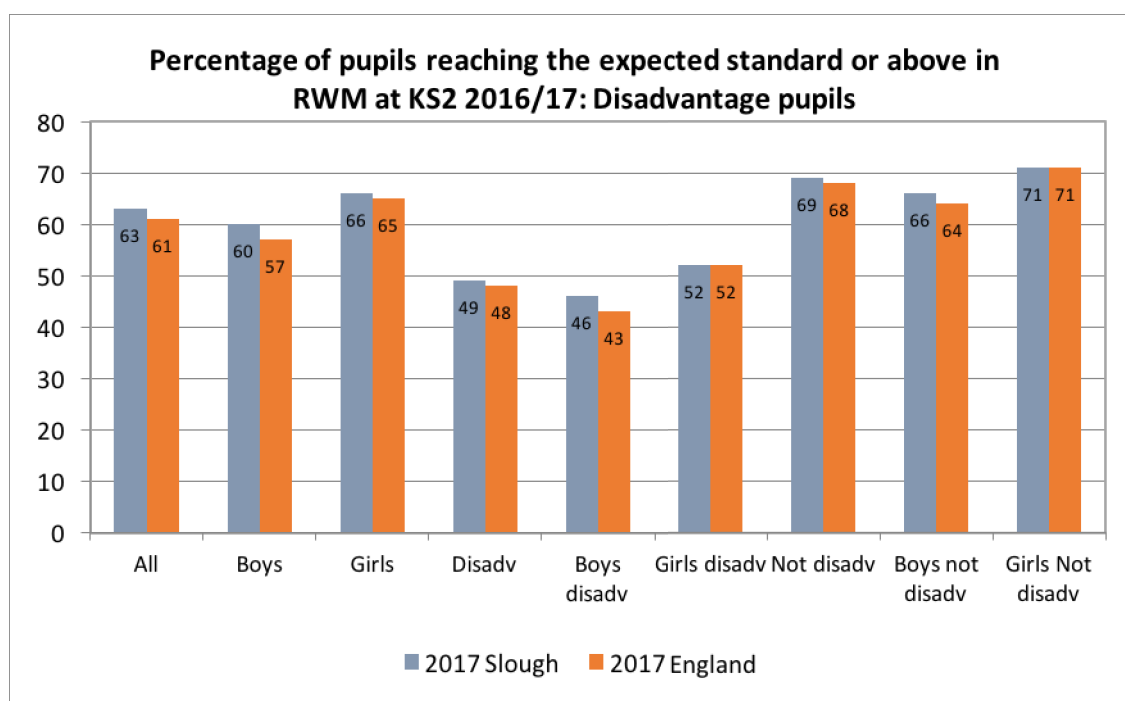
**Table 12d: SEND compared to non-SEND pupils achieving RWM**

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
<b>National 2016</b>	53%	62%	16%	<b>46%</b>
<b>Slough LA 2016</b>	54.6%	62.8%	15.6%	<b>47.2%</b>
<b>National 2017</b>	61.1%	70.3%	18.3%	<b>52.0%</b>
<b>Slough LA 2017</b>	63.1%	72.6%	16.4%	<b>56.2%</b>

### Performance of Disadvantaged Pupils

- 5.48 Disadvantaged pupils are performing well in Slough compared to disadvantaged pupils nationally. Nationally and within the South East there has been a rise in achievement for disadvantaged pupils from 2016 to 2017. In 2016 Slough performed above average for disadvantaged pupils when compared to disadvantaged pupils nationally, achieving expected standards in RWM and has remained just above average for 2017. It is still significantly below in achievement against all other pupils.

**Table 12e: Disadvantaged Pupils KS2 RWM**



## **Closing Gaps**

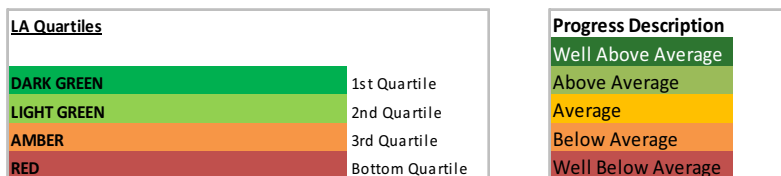
- 5.49 In 2017 the gap between the disadvantaged and non-disadvantaged is in line with the national gap. However, it has widened from 2016 where the gap was significantly smaller than the national average.

# Individual Schools

School	Cohort 2017	% of pupils achieving the expected standard+			KS1-2 Average progress score			Ofsted date	Most recent Ofsted inspection grade
		Reading, Writing and Maths Combined			Reading	Writing	Maths		
		2016	2017	Diff	2017	2017	2017		
Arbour Vale School	17	0	0	0	-3.8	-3.7	-3.8	13/06/2017	Inadequate
Castleview Primary School	96	90	91	1	2.2	0.4	2.8	01/11/2006	Outstanding
Cippenham Primary School	147	47	65	18	-2.3	-2.9	-1.9	17/01/2018	Good
Claycots School	89	48	56	8	-4.1	1.6	-4.5	03/02/2015	Good
Colnbrook CE Primary School	22	33	41	8	1.2	1.9	1.3	18/06/2015	Good
Foxborough Primary School	57	39	39	0	-1.4	1.4	-1.6	06/12/2016	Requires Improvement
Godolphin Junior Academy	90	56	64	8	-0.4	2.8	0.9		No formal designation
Holy Family Catholic Primary School	62	72	81	9	1.9	1.1	2.7	12/11/2013	Good
Iqra Slough Islamic Primary School	88	55	57	2	-2.6	1.3	-1.7	04/10/2016	Good
James Elliman Academy	90	51	53	2	-1.5	1.7	0.7	22/01/2015	Good
Khalsa Primary School	59	73	69	-4	-1.2	-0.6	1.8	19/10/2011	Outstanding
Langley Hall Primary Academy	93	62	67	5	-1.3	2.7	2.3	16/11/2016	Good
Littledown School	7	20	14	-6	-4.8	-7.7	-8.8	06/07/2016	Good
Lynch Hill School Primary Academy	120	71	78	7	2.4	1.3	4.2	10/07/2008	Outstanding
Marish Primary School	114	70	75	5	5.0	4.2	4.8	18/11/2015	Good
Montem Academy	89	37	53	16	-1.3	5.2	1.4	23/11/2016	Outstanding
Our Lady of Peace Catholic Primary	86	64	65	1	-0.4	0.2	-0.4	11/03/2008	Outstanding
Parlaunt Park Primary Academy	86	21	65	44	1.3	-1.2	2.3	12/07/2017	Requires Improvement
Penn Wood Primary and Nursery School	60	64	55	-9	-1.2	1.6	2.6	09/01/2014	Good
Pippins School	24	54	71	17	-1.0	0.6	2.6	31/01/2017	Good
Priory School	115	52	55	3	0.5	-2.0	1.6	03/02/2015	Good
Ryvers School	62	48	73	25	0.9	2.7	3.4	15/03/2016	Good
St Anthony's Catholic Primary School	60	55	68	13	-0.4	3.2	2.9	28/02/2012	Good
St Ethelbert's Catholic Primary School	59	49	54	5	-3.0	-0.7	-0.5	21/01/2015	Good
St Mary's CE Primary School	60	49	60	11	-2.7	-1.0	-1.2	27/01/2016	Good
Western House Academy	90	54	54	0	0.2	0.7	1.3	14/06/2017	Good
Wexham Court Primary School	90	53	58	5	-0.4	1.5	1.3	12/07/2016	Good
Willow Primary School	81	79	67	-12	-0.5	2.2	0.3	21/06/2016	Good
<b>Slough LA</b>	2113	55	63	8					
<b>National</b>	-	53	61	8					
<b>LA Ranking (152 LAs)</b>		63rd	55th						

\*Note Langley Primary Academy and Grove Academy do not appear above as they have no results to report. Both schools have no formal designation in terms of Ofsted judgements

The table above demonstrates that raising attainment and progress in Reading is a priority for most schools.



## **Conclusion**

- 5.50 In summary headline performance overall at KS2 is improving. Some further development is needed to raise standards in Reading.
- 5.51 Whilst there is a correlation between ethnicity and achievement, the bigger correlations for low achievement are disadvantage and gender. Low attainment is also more acute for boys and for those with SEND. The gap appears to be widening for disadvantaged and SEND.
- 5.52 Our priority must be to do more to close the gap between disadvantaged pupils and their peers.

## **Key Stage 4**

- 5.53 Slough is one of 36 authorities with a high proportion of selective schools. Four of Slough's 14 secondary schools are selective. Nationally performance data is not broken down by selective and non selective schools, however we have done so for this report. Whilst comparisons are provided between Slough non-selective schools and all schools nationally and regionally, it must be borne in mind that the non-selective schools in selective authorities tend to have a narrower range of prior attainment than mainstream schools in areas where there is no selective offer. This means that direct comparisons must be treated with caution.

## **KS4 Performance Measures**

- 5.54 There are four headline performance measures for secondary schools at KS4: Attainment 8; Progress 8; English Baccalaureate and grade 5 or above in both English and Mathematics.
- 5.55 When comparing 2017 headline measures to the equivalent data from 2016, it is important to note the changes in methodology underpinning the 2017 data, including the move to a new point score scale for 2017 Attainment 8 scores, the introduction of reformed GCSEs in English and maths graded on the 9 to 1 scale and changes to the attainment threshold for the EBacc and the English and maths measure. Therefore, direct comparisons with previous years should be treated with caution.

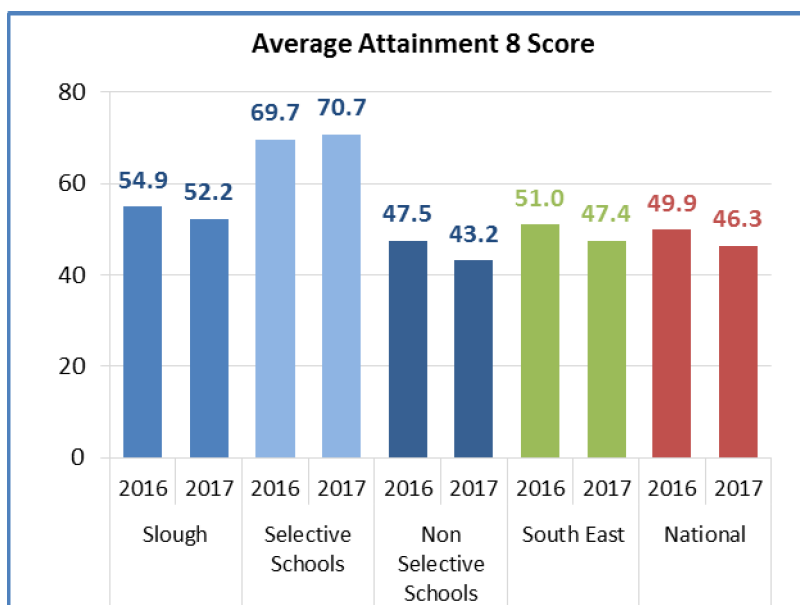
## **Attainment 8**

- 5.56 Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 5.57 Nationally, in comparison to 2016, the average Attainment 8 score per pupil has decreased by 3.6 points for state-funded schools to 46.3 in 2017. These decreases are as expected following changes to the 2017 point scores assigned to grades because of the introduction of 9 to 1 GCSEs in performance tables.



- 5.58 The point scale used in 2017 awards more points to higher grades, for example, it is possible to achieve a maximum of 9 points for a reformed GCSE at grade 9 and 8.5 points for an A\* in an unreformed GCSE, in comparison to a maximum of 8 points awarded for an A\* in a GCSE in 2016. This means that scores might be expected to increase in selective schools which will have a high proportion of pupils attaining the higher grades. However, the new point scale awards fewer points for most other grades, particularly at C to E, leading to the overall decrease in scores, particularly for pupil groups with a lower average attainment.
- 5.59 The fact that gaps in Attainment 8 score between many pupil groups are larger in 2017 than 2016, when measured in these points, should not therefore be taken as indicating that real differences in attainment have increased, as scores in the two years are measured on different scales.

**Table 15a: Attainment Score**

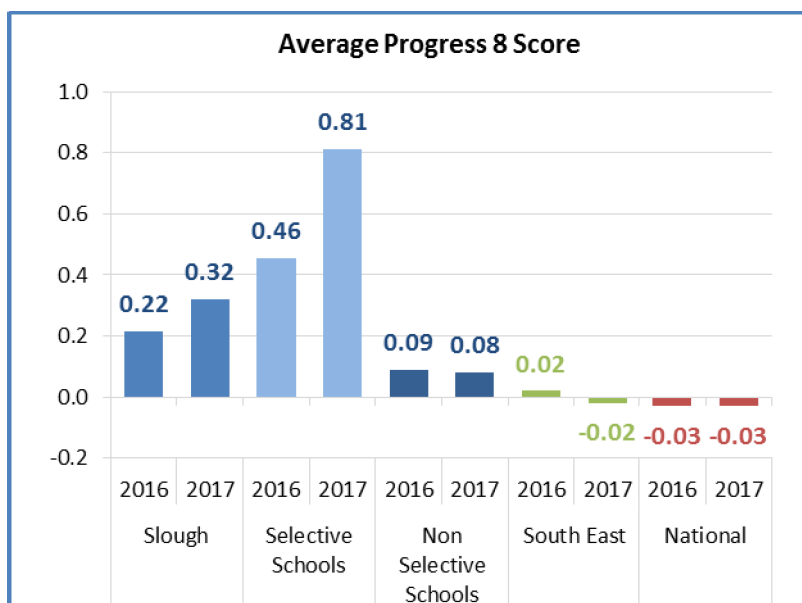


- 5.60 Slough as an LA is performing above the national average, but non-selective schools have declined from 2016 and are below the national average and South East.

### Progress 8

- 5.61 Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 to the end of key stage 4. It compares pupils' achievement (their Attainment 8 score) with the average Attainment 8 score of all pupils nationally who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore the national average Progress 8 score for mainstream schools is very close to zero. Nationally Progress 8 scores for mainstream schools run from -2.5 to 1.8, with approximately 99% of schools' scores between -1.6 and +1.0 in 2017.
- 5.62 Progress 8 scores for Slough Schools are above the national average for both selective and non-selective schools.

**Table 15b: Progress 8 score**



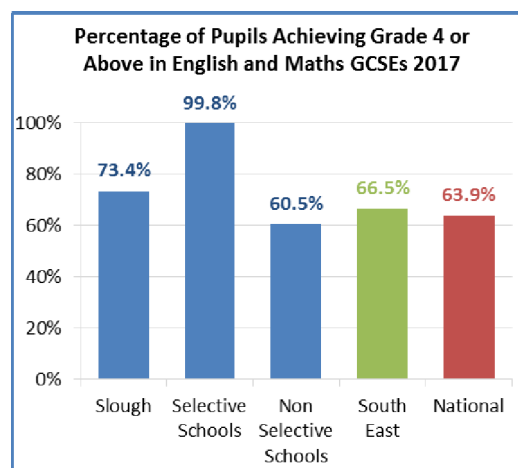
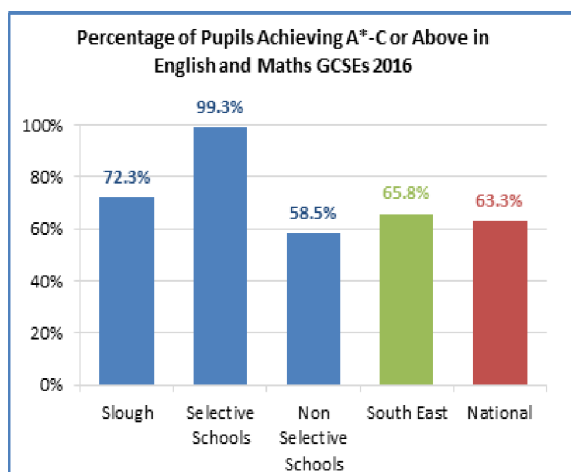
5.63 Performance in non selective schools has remained broadly consistent in 2016 and 2017 and there has been an upward trend in LA average and a rise in selective school performance.

**Attainment in English and Maths - Grade 4/5 and above**

5.64 From 2017, the headline measure looks at the percentage of pupils achieving a grade 5 or above in both English and maths. There is no requirement to sit both exams.

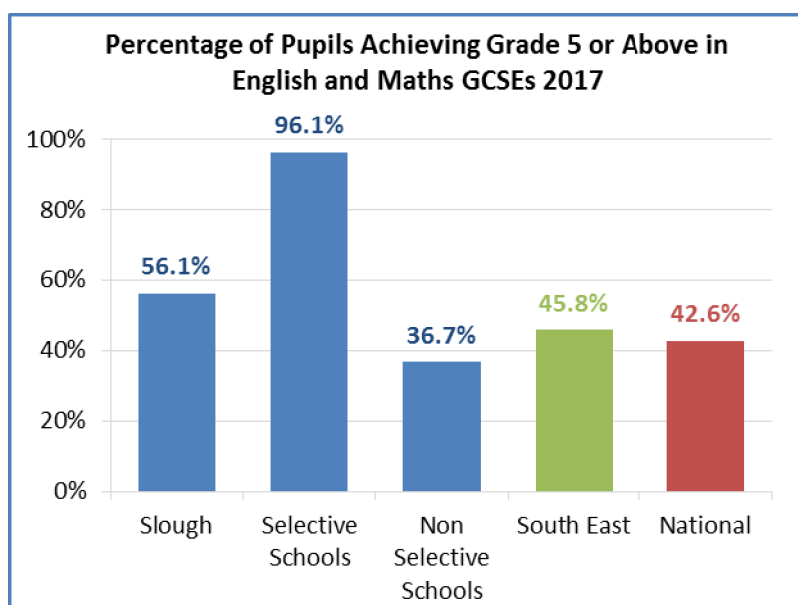
5.65 Direct comparison with previous grades is not possible although Grades 4 and 5 are broadly comparable to Grade C. The DfE have stated that a grade 4 will be considered a 'standard' pass equal to the bottom of a Grade C and a grade 5 a 'strong' pass equal to the top of Grade C lower end of Grade B. Pupils that achieve a grade 4 will not be required to resit their English or maths exams. However, Grade 5 and above is expected to become the benchmark for schools.

**Table 15c: Grade 4 and above English and Maths 2017 (A\*-C for 2016)**



Slough overall is performing above the national average in these measures.

**Table 15d: Grade 5 English and Maths 2017**



**The English Baccalaureate (EBacc) entry and achievement**

5.66 The EBacc was first introduced into the performance tables in 2009/10. It allows people to see how many pupils reach the attainment threshold in core academic subjects at key stage 4. The EBacc is made up of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications. In 2017, the headline EBacc achievement measure includes pupils who take exams in both English language and English literature, and achieve a grade 5 or above in at least one of these qualifications. Pupils must also achieve a grade 5 or above in mathematics and a grade C or above in the remaining subject areas.

**Table 15e: Ebacc 2017**

	% entering the English Baccalaureate in 2017	% achieving the English Baccalaureate in 2017 (including a 9-5 pass in English and maths)
<b>Slough LA</b>	<b>40.4</b>	<b>28.8</b>
<b>National: state funded schools only</b>	<b>38.2</b>	<b>21.3</b>
<b>South East</b>	<b>40</b>	<b>23.8</b>
<b>Slough selective</b>	<b>74.7</b>	<b>64.9</b>
<b>Slough non -selective</b>	<b>23.7</b>	<b>11.1</b>
<b>Slough national ranking (out of 152 LA's)</b>	<b>57th</b>	<b>22nd</b>

- 5.67 Slough selective schools were above the national average for entering and achieving the Ebacc and non-selective schools were below the national average and South East average for entering and achieving the EBacc.

### **KS4 Coasting Measure**

- 5.68 The DfE have defined what coasting school criteria are below. In order to be categorised as a coasting schools must meet the criteria for 3 years in a row:

In 2017, a secondary school will be defined as coasting if...

- In 2015, fewer than 60% of pupils achieved 5 A\*-C at GCSE (including English and maths) and less than the national median achieved expected progress in English and in maths, **and**
- in 2016, the school's Progress 8 score was below -0.25, **and**
- in 2017, the school's Progress 8 score was below -0.25

No schools were defined as coasting for the last 3 years however Beechwood School was identified as meeting the coasting measure in 2016 & 2017 and Wexham School in 2017.

### **KS4 Floor Standards**

- 5.69 The DfE have defined what floor standards for KS4 are below:

- In 2017, a school will be below the floor standard if its Progress 8 score is below -0.5.

In 2017 both Beechwood School and Wexham School were below floor standards.

- 5.70 Wexham School had an Ofsted visit in November 2017 and was judged a 'Good' school. As a maintained school Wexham has worked closely with the LA and worked with our senior standards and effectiveness officer (secondary) for the last 15 months. The collaborative work with the school and the LA has yielded a very positive outcome despite the school falling below the floor standards for August 2017.
- 5.71 Beechwood School is an academy and also works collaboratively with the LA and our senior standards and effectiveness officer. It converted to academy status in November 2016 and will not be due an Ofsted visit until November 2018 at the earliest.

### **Statistical Neighbours**

- 5.72 Slough's overall rank against statistical neighbours is positive as the table below shows.

**Table 15f: GCSE Results of Slough and its Statistical Neighbours: 2016/17**

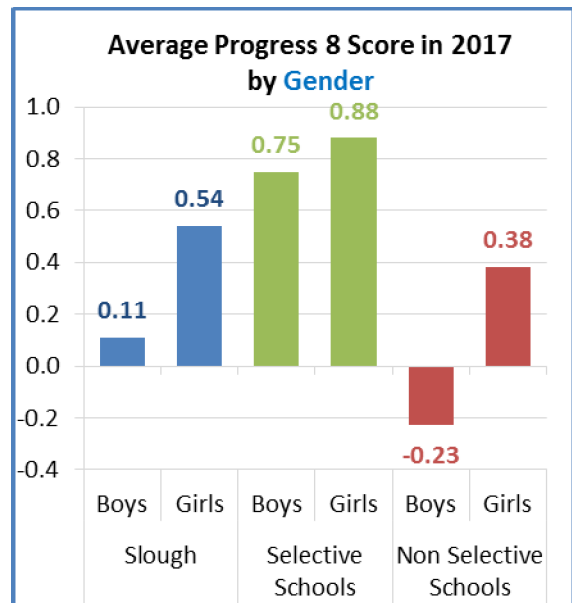
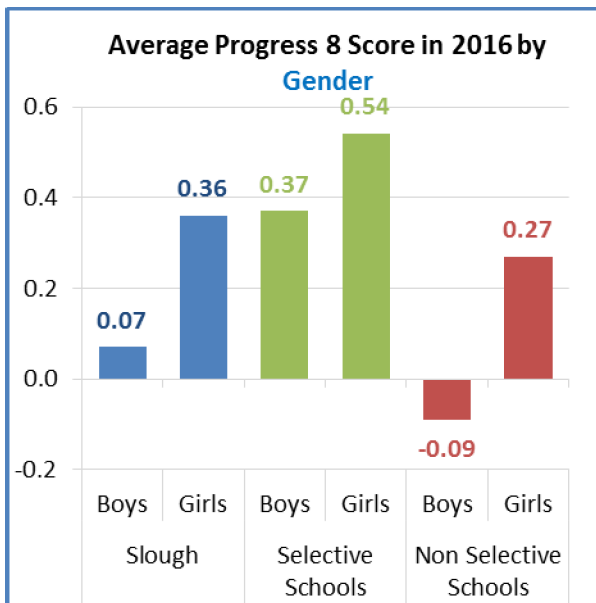
Ranking of Slough LA Against its Statistical Neighbours	Slough LA Rank (out of 11 LAs)
Percentage of Pupils Achieving Grade 4 or Above in English and Maths GCSEs	1st
Percentage of Pupils Achieving Grade 5 or Above in English and Maths GCSEs	1st
Average Attainment 8 Score	1st
Average Progress 8 Score	4th

**Performance of groups**

**Gender**

5.73 Whilst girls outperform boys, both are performing well above the national average and show an upward trend when all schools are combined. Analysis of non-selective schools shows a downward trend for boys from 2016 to 2017, whilst the same time an upward trend for girls.

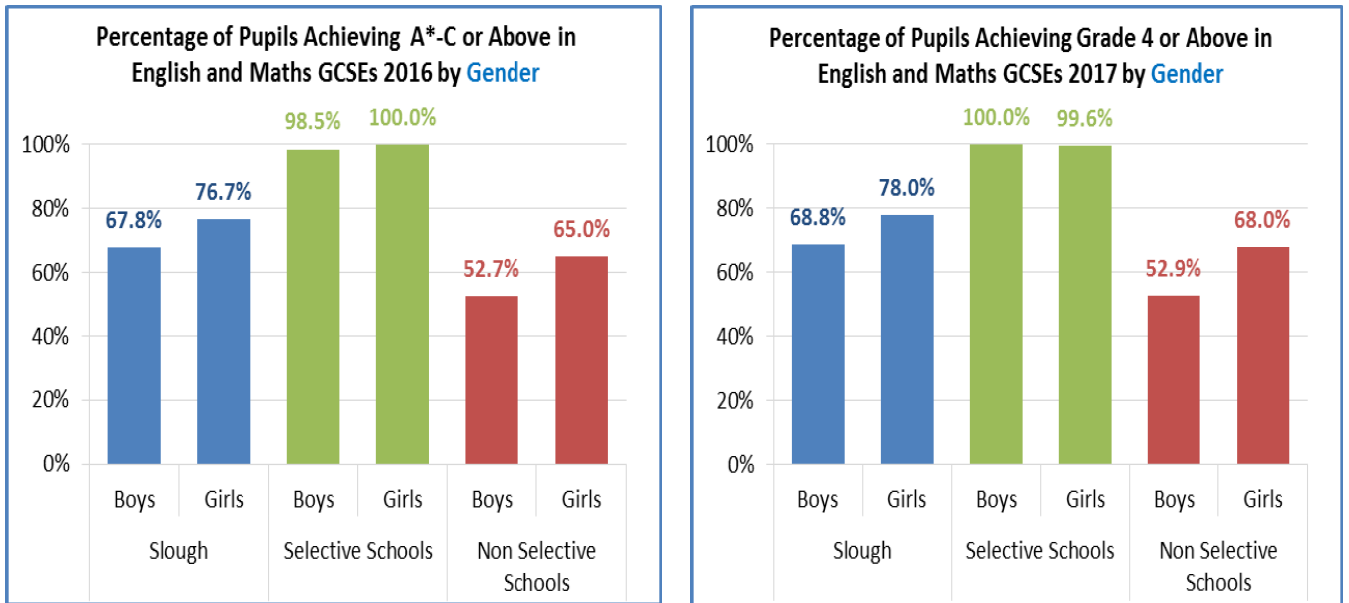
**Table 15g: Progress 8 by Gender**



**Gender – Grade 4 and above English and Maths 2017 (A\*-C for 2016)**

5.74 The tables below show the performance of Pupils who achieved at least a grade 4 in 2017 and A\*-C for 2016 or above in English and maths, although only broad comparisons are possible

**Table 15h: Grade 4 and above English and Maths (A\*-C for 2016)**



5.75 Performance in achievement for boys and girls in both school settings has remained broadly the same from 2016 to 2017. There has been a nominal rise for boys in selective and non-selective schools and an upward trend for girls in non-selective schools. The overall gender gap has stayed the same but widened slightly in non-selective schools.

**Table 15i: Gender English and Maths 9-4 (A\*-C 2016)**

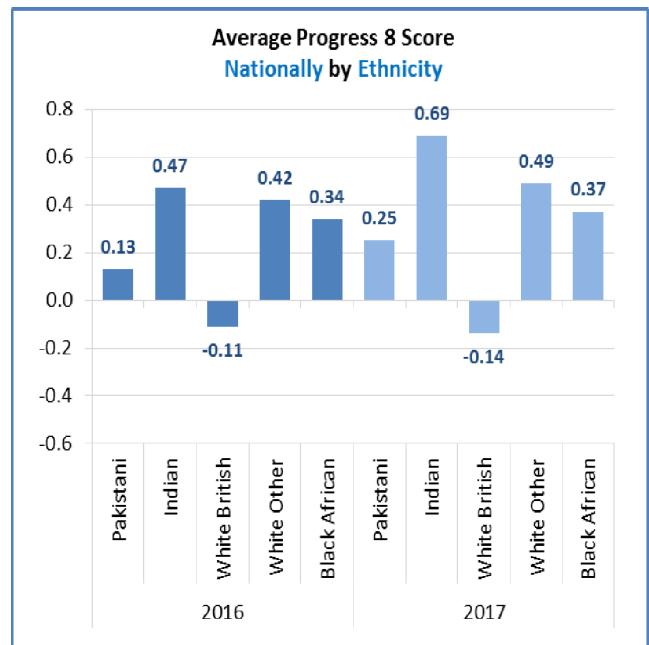
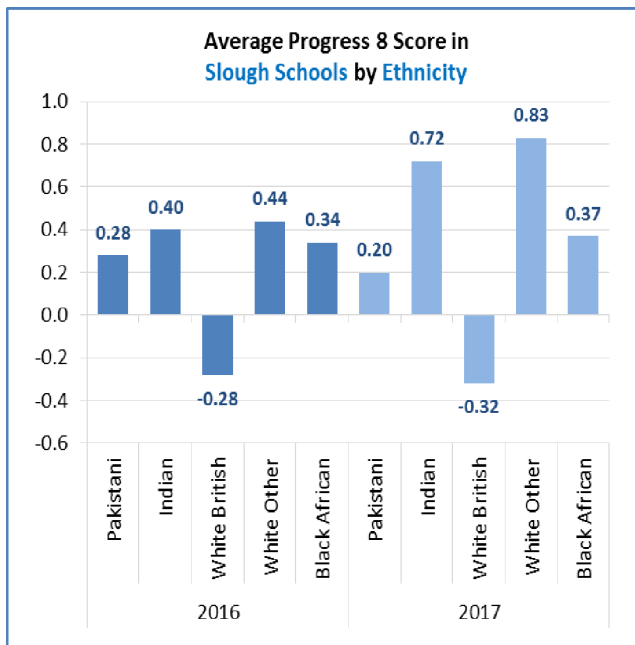
2016	All Pupils	Gender		
		Boys	Girls	Gender Gap
National - State Funded Schools	49.9	47.8	52.4	4.6
Slough LA	54.9	52.5	57.4	4.9
Slough Non Selective	47.5	44.5	50.6	6.1
Slough Selective	69.7	68.6	70.8	2.2

2017	All Pupils	Gender		
		Boys	Girls	Gender Gap
National - State Funded Schools	63.9	60.3	67.6	7.3
Slough LA	73.4	68.8	78.0	9.2
Slough Non Selective	60.5	52.9	68.0	15.1
Slough Selective	99.8	100.0	99.6	0.4

5.76 The tables above show the gap between boys and girls in non selective schools has widened. It is wider than the national average in 2017. The achievement of boys is on an upward trend but still well below the national average for boys in 2017. Girls have improved from being just under the national average in 2016 to in line with the national average for 2017. The greater increase in girls achievement by 17% compared to boys' increase of 8% has contributed to the widening gap. Achievement of boys and girls is equal in selective schools in 2017.

## Ethnicity

**Table 15j: Progress 8 by Ethnicity**



5.77 The progress of white British pupils is below national average and is the lowest of all the ethnic groups within Slough. There were 285 pupils of white British background in 2017. Of these pupils 66 were disadvantaged which represents 23% of the white British cohort.

5.78 Of the white British cohort who were not disadvantaged the progress 8 score was -0.18 which is still below average. Only one non-selective school in Slough achieved a positive progress 8 score for white British pupils.

## SEND

**Table 15k: % SEND compared to non SEND Pupils English and Maths Grade 9-4 English and Maths (A\*-C 2016)**

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
2016				
National - State Funded Schools	49.9	53.3	31.2	22.1
Slough LA	54.9	58.1	38.4	19.7
Slough Non Selective	47.5	51.0	34.6	16.4
Slough Selective	69.7	70.0	64.8	5.2

	All Pupils	Special Needs		
		No SEND	SEND	SEND Gap
2017				
National - State Funded Schools	63.9	70.4	25.0	45.4
Slough LA	73.4	79.5	34.7	44.8
Slough Non Selective	60.5	68.2	24.2	44.0
Slough Selective	99.8	99.8	100.0	0.2

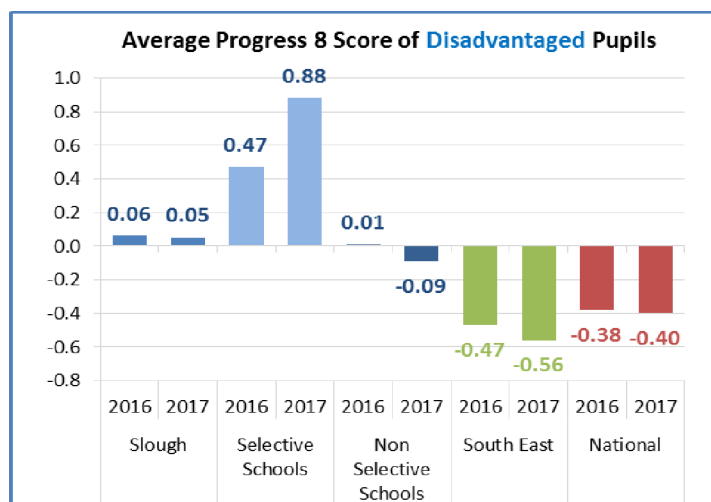
5.79 The tables above show that overall the gap is widening between pupils with and without SEND in non-selective schools. Pupils with SEND in Slough are doing better than pupils with SEND nationally.

## Performance of Disadvantaged Pupils

5.80 Disadvantaged pupils are performing above the average of disadvantaged pupils nationally and in the South East in progress 8 indicators. The table below shows the performance over the past two years. There has been a significant increase in

selective schools from 2016 to 2017, but a small decline in non-selective schools from 2016 to 2017. Nevertheless, progress of disadvantaged pupils in non-selective schools is significantly better than that of disadvantaged pupils nationally.

**Table 15l: Disadvantaged pupils**



### Closing Gaps

**Table 16a: % Disadvantaged compared to Non Disadvantaged Grade 9-4 English and Maths (A\*-C 2016)**

2016	All Pupils	Disadvantaged pupils		
		No Disadv	Disadv	Disadv Gap
National - State Funded Schools	49.9	53.5	41.2	12.3
Slough LA	54.9	57.3	47.6	9.7
Slough Non Selective	47.5	48.8	45.0	3.8
Slough Selective	69.7	69.8	68.4	1.4

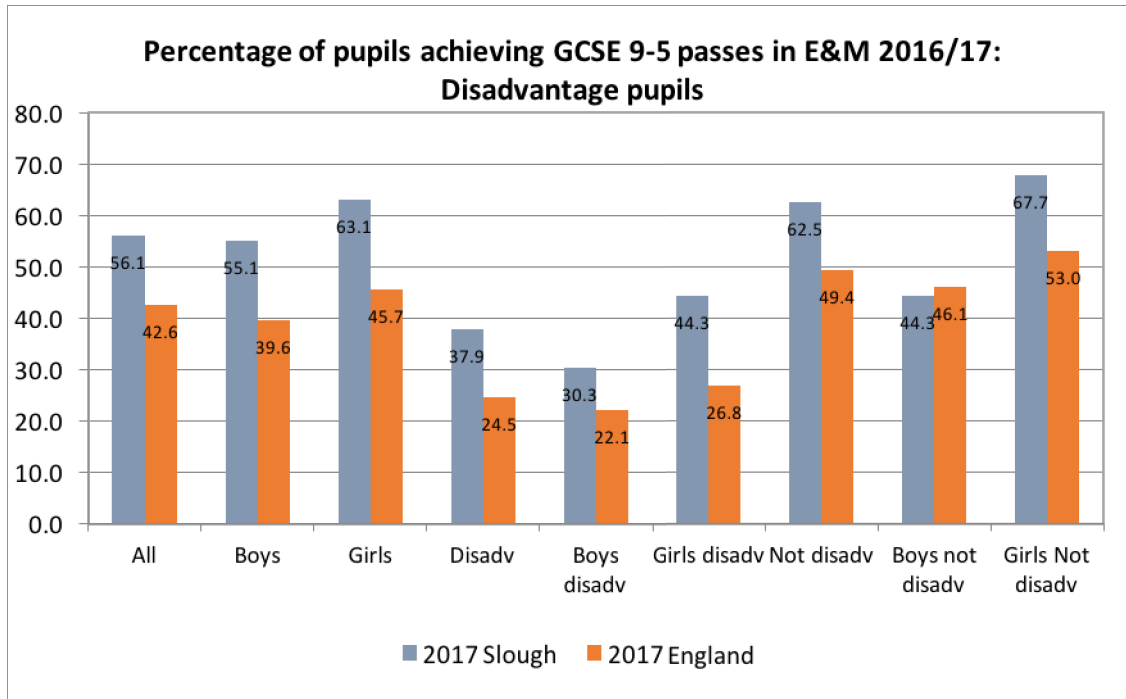
2017	All Pupils	Disadvantaged pupils		
		No Disadv	Disadv	Disadv Gap
National - State Funded Schools	63.9	71.2	44.3	26.9
Slough LA	73.4	79.2	56.7	22.5
Slough Non Selective	60.5	65.8	50.0	15.8
Slough Selective	99.8	99.8	100.0	0.2

5.81 The tables above show that overall the gap is widening between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils in Slough are doing better than other disadvantaged pupils nationally.

5.82 Table 16b suggests that nationally and regionally the impact of disadvantage is greater for boys than girls. It is of note that a higher proportion of disadvantaged girls in Slough schools gained a grade 9-5 pass in English and mathematics than *all* students nationally.



Table 16b:



**Individual Secondary Schools**

	Number of pupils at the end of key stage 4	Progress 8 Score		Attainment 8 Score		% Grade 4 or above in English and maths GCSEs in 2017	% Grade 5 or above in English and maths GCSEs in 2017	% entering the English Baccalaureate in 2017	% achieving the English Baccalaureate in 2017 (including a 9-5 pass in English and maths)	Ofsted Grade	Date
		2016	2017	2016	2017						
Baylis Court School	155	0.42	0.50	52.6	49.6	75	58	9	2	Outstanding	15/10/2007
Beechwood School	136	-0.62	-0.79	43.2	37.0	42	15	8	2	Requires Improvement	04/05/2016
Herschel Grammar School	120	0.44	0.74	69.5	67.0	99	91	40	36	Outstanding	18/09/2012
The Langley Academy	177	0.22	0.23	53.4	46.2	64	36	25	12	Good	28/11/2017
Langley Grammar School	153	0.35	0.64	69.8	71.9	100	98	80	71	Outstanding	06/03/2007
Slough and Eton CE Business School	174	0.28	0.22	47.8	43.0	65	37	7	7	Outstanding	21/11/2013
St Bernard's Catholic Grammar School	125	0.36	0.68	69.1	71.0	100	97	86	78	Outstanding	29/09/2011
St Joseph's Catholic High School	129	0.39	0.58	49.6	49.8	76	41	67	31	Good	12/01/2016
Upton Court Grammar School	140	0.65	1.19	70.2	72.4	100	98	88	71	Outstanding	30/01/2008
The Westgate School	159	0.16	0.53	48.2	50.1	73	52	37	23	Outstanding	20/03/2014
Wexham School	156	-0.05	-0.61	43.4	32.4	37	21	24	5	Good	21/11/2017
Arbour Vale School	23	-1.55	-1.38	0.4	0.8	0	0	0	0	Inadequate	13/06/2017
<b>Slough LA</b>	<b>1647</b>	<b>0.22</b>	<b>0.32</b>	<b>54.9</b>	<b>52.2</b>	<b>73.4</b>	<b>56.1</b>	<b>40.4</b>	<b>28.8</b>		
<b>National: state funded schools only</b>		<b>-0.03</b>	<b>-0.03</b>	<b>49.9</b>	<b>46.3</b>	<b>63.9</b>	<b>42.6</b>	<b>38.2</b>	<b>21.3</b>		
<b>Slough LA - National Diff</b>		<b>0.25</b>	<b>0.35</b>	<b>5.0</b>	<b>5.9</b>	<b>9.5</b>	<b>13.5</b>	<b>2.2</b>	<b>7.5</b>		
Slough national ranking (out of 152 LA's)		<b>16th</b>	<b>14th</b>	<b>8th</b>	<b>9th</b>	<b>11th</b>	<b>9th</b>	<b>57th</b>	<b>22nd</b>		
<b>Slough LA</b>	<b>1647</b>	<b>0.22</b>	<b>0.32</b>	<b>54.9</b>	<b>52.2</b>	<b>73.4</b>	<b>56.1</b>	<b>40.4</b>	<b>28.8</b>		
<b>Pupils resident of Slough</b>	<b>1699</b>	<b>0.13</b>	<b>0.18</b>	<b>51.2</b>	<b>47.4</b>	<b>66.6</b>	<b>45.8</b>	<b>32.0</b>	<b>19.5</b>		
<b>Slough non-selective schools</b>	<b>1109</b>	<b>0.10</b>	<b>0.10</b>	<b>47.5</b>	<b>43.0</b>	<b>-</b>	<b>36.3</b>	<b>23.7</b>	<b>11.1</b>		
<b>Slough selective schools</b>	<b>538</b>	<b>0.46</b>	<b>0.83</b>	<b>69.6</b>	<b>70.6</b>	<b>-</b>	<b>95.9</b>	<b>74.7</b>	<b>64.9</b>		
<b>South East</b>		<b>0.02</b>	<b>-0.02</b>	<b>51.0</b>	<b>47.4</b>	<b>66.5</b>	<b>45.8</b>	<b>40.0</b>	<b>23.8</b>		
<b>National: state funded schools only</b>		<b>-0.03</b>	<b>-0.03</b>	<b>49.9</b>	<b>46.3</b>	<b>63.9</b>	<b>42.6</b>	<b>38.2</b>	<b>21.3</b>		

\*note Eden Girls, Ditton Park Academy and Lynch Hill Enterprise Academy do not appear on the table as they have no results to report. For Ofsted outcomes Eden has no formal designation, Ditton Park has been judged good and Lynch Hill Enterprise Academy has been judged inadequate.

LA Quartiles		Progress Description	
DARK GREEN	1st Quartile	Well Above Average	
LIGHT GREEN	2nd Quartile	Above Average	
AMBER	3rd Quartile	Average	
RED	Bottom Quartile	Below Average	
		Well Below Average	

5.83 The table above shows the results for each individual school and in addition the overall results for pupils' resident in Slough. Pupils resident in Slough are performing above the national average for: attainment 8; progress 8; % grade 4 and above in English and maths GCSE and % grade 5 and above in English and maths GCSE.

### Conclusion

5.84 In summary headline performance at KS4 is significantly above national average. Selective schools continue to deliver high standards in Slough. It is also clear is that non- selective schools are on the whole performing well and providing a quality education for the majority of pupils. However, as demonstrated in this report there is variability between schools and in the outcomes for groups.

### Key Stage 5

#### Overview

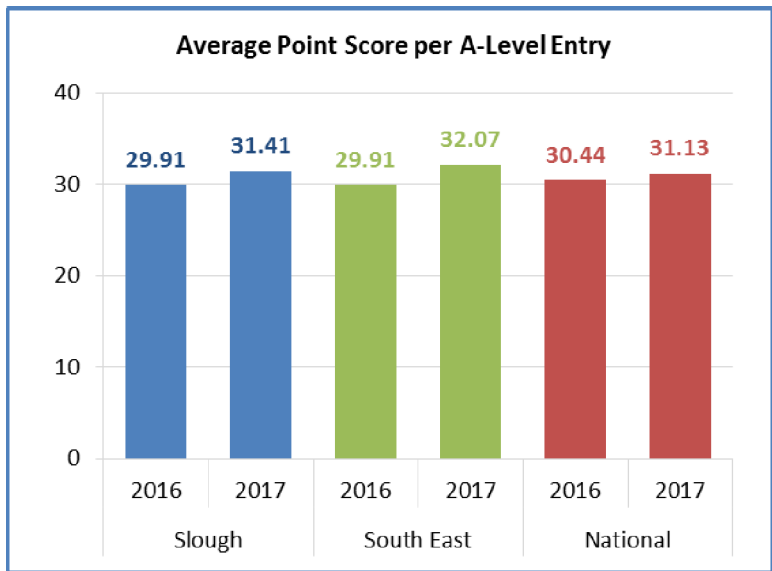
5.85 Slough secondary schools are experiencing variable results when it comes to post-16 education. We report below on three main indicators which are:

1. Average point score per A-Level entry
2. Average point score per Applied General entry
3. Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects\*

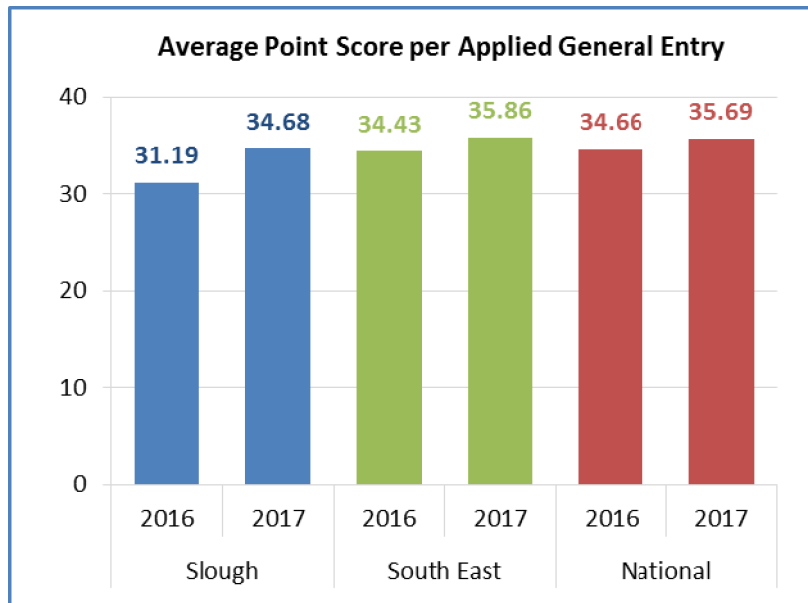
*\*Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses. They are: Mathematics and Further Mathematics; English Literature; Physics; Biology; Chemistry; Geography; History; Languages (Classical and Modern)*

5.86 Average A Level Point Score outcomes in Slough have progressed from just below the national average in 2016 to just above the national average in 2017. Slough remains just below the South East average.

**Table 19a: APS per A-Level Entry**



**Table 19b: APS per Applied General Entry**

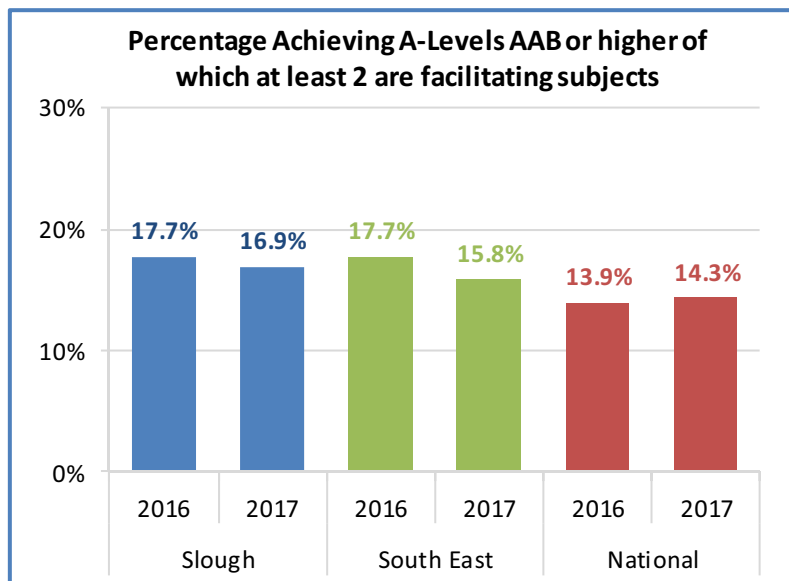


5.87 Scores for Applied General qualifications have progressed from under the national average in 2016 to just below the national average in 2017. Slough remains below the South East average also.

5.88 The table below shows the performance in Slough Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects

5.89 Slough has declined slightly from 2016 to 2017 but still remains well above national average and also above the South East average for 2017. The majority of strong performance comes from the selective schools who account for 96% of all pupils that achieved AAB in at least 2 facilitating subjects.

**Table 19c: AAB or Higher in at least 2 Facilitating Subjects**



## Minimum Standards

5.90 In 2017 the DfE defined 16 to 18 minimum standards as:

A 16 to 18 provider is seen as underperforming and below the minimum standard if:

1. Its value added score is statistically significantly below the national average, i.e. both its upper and lower confidence intervals are below zero; and
2. It has a value added score below the threshold set by the Department for Education.

For 2017, the thresholds are -0.52 and -0.65 for academic and applied general qualifications respectively.

In Slough no schools were below the minimum standards for post-16.

## Statistical Neighbours

5.91 Slough's overall rank against statistical neighbours is strong and has improved in all categories from 2016 to 2017 as the table below shows:

**Table 19d: Statistical Neighbours**

Ranking of Slough LA Against its Statistical Neighbours	Slough LA Rank (out of 11 LAs)	
	2016	2017
Average point score per A-Level entry	5th	3rd
Percentage Achieving A-Levels AAB or higher of which at least 2 are facilitating subjects	2nd	2nd
Average Point Score per Applied General Entry	11th	7th

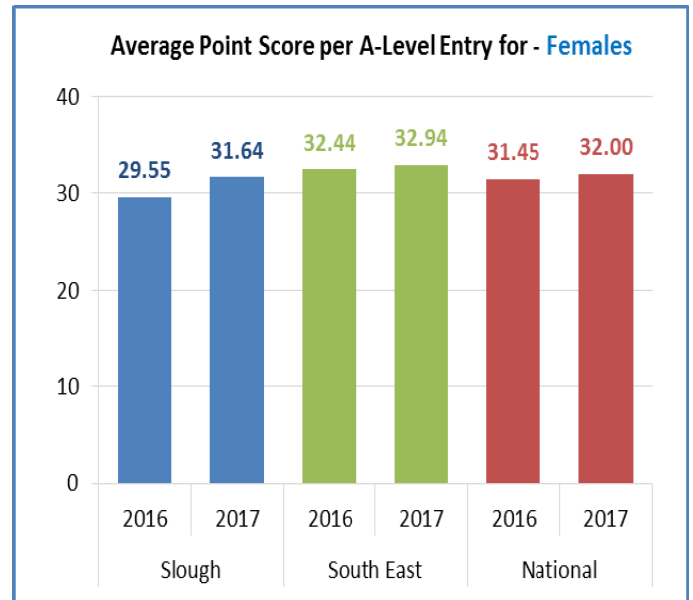
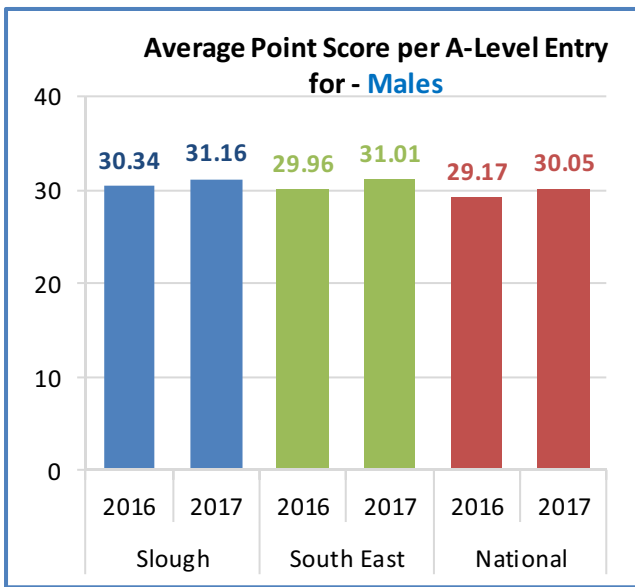
5.92 Slough is above the national average for points score per A-Level entry but below the South East average. Slough is above the national average and south east for 2 facilitating. For Applied General entry Slough is in the bottom half when compared to statistical neighbours. It is important to note that only 20% of the student cohorts in Slough were entered for Applied General entry.

## Performance by gender

### Gender - A-Level entry

5.93 The tables below show that boys are performing above the national average and the South East average whereas girls are performing in line with the national average and just below the South East average.

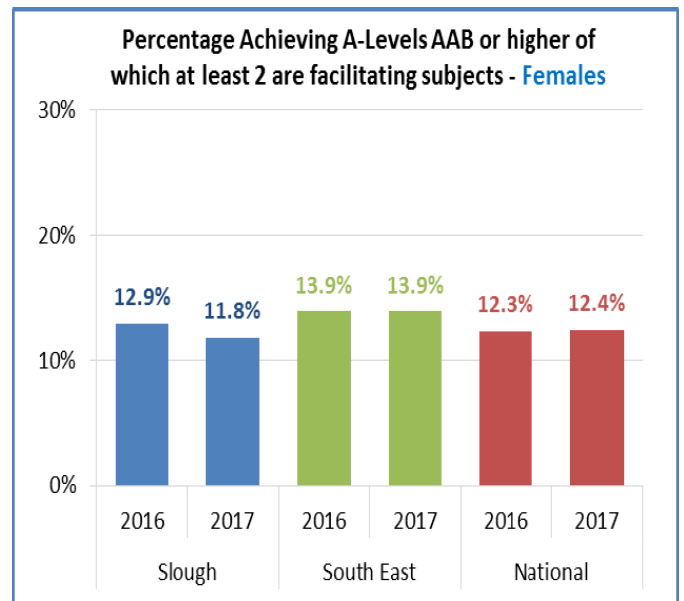
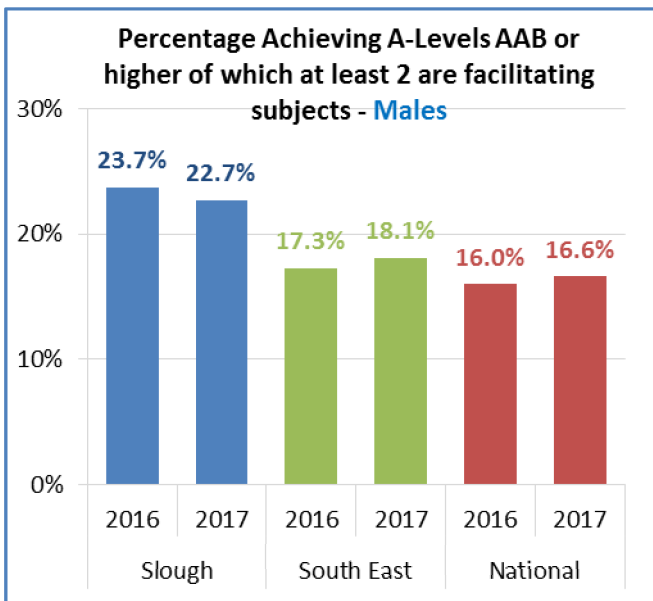
**Table 19e: A-Level by Gender**



**Gender – AAB in at least 2 facilitating subjects**

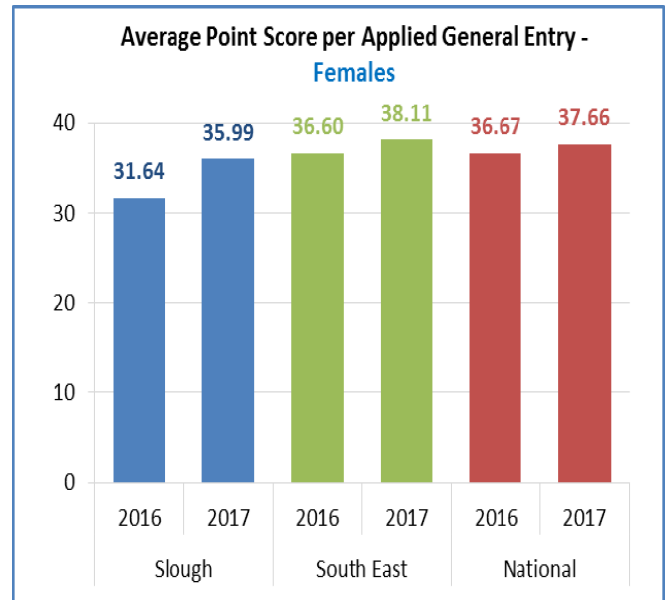
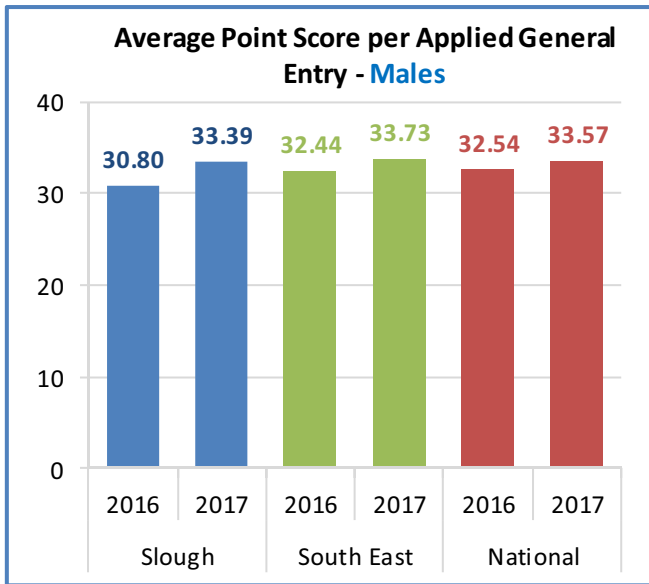
5.94 Boys are outperforming girls in achieving at AAB in at least 2 facilitating subjects. Whilst there has been a decline in boys’ achievement from 2016 to 2017 they remain above the national and South East average. Girls are performing in line with the national average. This may be due to the combination of subjects chosen by boys and girls.

**Table 19f: AAB in at least 2 facilitating subjects**



5.95 Girls are outperforming boys in Applied General entry qualifications with both boys and girls showing an upward trend from 2016 to 2017. Boys and girls below the national average and South East average. The upward trend shows positive progress.

**Table 19g: Applied General Entry by Gender**



**Individual Schools**

	A level performance							Applied general qualifications			
	Number of students entered	Progress score	Average point score per academic entry expressed as an A level grade	Average point score per academic entry	Achieving AAB or higher in at least 2 facilitating subjects	Student's best 3 A levels (grade)	Student's best 3 A levels (points)	Number of students entered	Progress score	Average point score per applied general entry expressed as a vocational grade	Average point score per applied general entry
Baylis Court School	56	0.02	C+	33.73	0.0%	B-	35.66	NE	NE	NE	NE
Beechwood School	21	0.07	C-	25.00	SUPP	SUPP	SUPP	21	0.28	Dist+	39.55
Herschel Grammar School	140	-0.08	C+	34.52	21.1%	B-	37.27	NE	NE	NE	NE
The Langley Academy	91	-0.14	D+	23.84	0.0%	C-	28.01	48	-0.13	Dist	35.37
Langley Grammar School	164	0.13	B	40.22	35.9%	B+	42.52	NE	NE	NE	NE
Slough and Eton CE Business School	56	-0.02	C-	26.98	4.8%	C+	33.02	47	0.00	Dist+	37.51
St Bernard's Catholic Grammar School	133	-0.19	B-	22.60	27.1%	B-	37.57	NE	NE	NE	NE
St Joseph's Catholic High School	41	0.02	C-	26.74	0.0%	C+	32.53	17	-0.09	Dist+	39.91
Upton Court Grammar School	172	-0.12	C	31.39	20.9%	B-	36.44	NE	NE	NE	NE
The Westgate School	39	0.03	C-	27.42	11.1%	C+	34.44	18	-0.10	Dist+	38.07
Wexham School	47	-0.24	D	21.13	0.0%	C-	26.27	41	-0.31	Dist-	32.62
Arbour Vale School	0	NE	N/A	0.00	NA	NA	NA	NE	NE	NE	NE
<b>Slough LA</b>	<b>960</b>	<b>-</b>	<b>C</b>	<b>31.41</b>	<b>16.9%</b>	<b>C+</b>	<b>34.88</b>	<b>192</b>	<b>-</b>	<b>Dist</b>	<b>34.68</b>
<b>National: state funded schools only</b>	<b>-</b>	<b>0.00</b>	<b>C</b>	<b>31.13</b>	<b>14.3%</b>	<b>C+</b>	<b>34.09</b>	<b>-</b>	<b>0.00</b>	<b>Dist</b>	<b>35.69</b>
<b>Slough LA - National Diff</b>				<b>0.28</b>	<b>2.6%</b>		<b>0.79</b>				<b>-1.01</b>
Slough national ranking (out of 152 LA's)				<b>50th</b>	<b>29th</b>		<b>43rd</b>				<b>96th</b>

<b>DARK GREEN</b>	1st Quartile
<b>LIGHT GREEN</b>	2nd Quartile
<b>AMBER</b>	3rd Quartile
<b>RED</b>	Bottom Quartile

<b>Well Above Average</b>
<b>Above Average</b>
<b>Average</b>
<b>Below Average</b>
<b>Well Below Average</b>

**Conclusion**

5.96 In summary performance at post-16 is not as strong overall, as other key stages in terms of progress and more work can be done to work with schools in improving outcomes at post-16.

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

This information has not been to any other committees.

## 7. **Conclusion**

### **School Improvement Strategic Priorities and Developments**

- 7.1 This has been a year of key developments in the School Effectiveness Team. The appointment of Rachel Cross (Headteacher seconded from St Mary's Primary) as the Senior Education Liaison Officer between the Local Authority and the Slough Teaching School Alliance (STSA) has meant that the progress of the Local School Improvement Fund (LSIF) is already beginning to have an impact in schools. There are a significant number of schools working together on collaborative projects, the largest of which is the Primary Vocabulary Project.
- 7.2 At a national level the local authority, STSA and key schools are working in collaboration to include a bid for funding to support and build on the work already done at a primary level in vocabulary through the LSIF.
- 7.3 The newly formed School Improvement Board has already met twice and has been able to identify priorities for initiatives in both the primary and secondary phase. A key role of this board is to revise and shape a new School Improvement Strategy document to support schools.
- 7.4 The qualitative feedback that we have received is that schools are beginning to see a change in the relationship between the local authority and the school community. We have had recent success in engaging 5 primary academies that have previously had no working relationship with the local authority.

### **EYFS and Nursery**

- Slough Early Years Service continues to provide support and challenge across the Early Years Sector (Private, voluntary, Independent settings, Schools and childminders). From Sept 2016 there has been a focus on raising awareness amongst providers, of the importance of understanding the EYFS Profile data set and applying similar analysis to the cohort data in the setting.
- The Partnership Improvement Plan (PIP) which forms the basis of our professional development conversations with providers now has a section on data analysis that includes the key focus areas for the academic year. Providers, particularly childminders, report finding this useful as a basis for their own cohort analysis. The impact of this message has been greatly enhanced by providers reporting back to clusters / briefing and forums that Ofsted inspectors have been increasingly requesting this level of detail during the inspection process.
- Early Years Settings receiving an Ofsted judgement of Requires Improvement or Inadequate have a Focussed Improvement Partnership Plan (FIPP) put in place by the Early Years Advisory Teacher. This is designed to address each of the priority areas for development identified by Ofsted.
- The gender gap in attainment at the end of EYFS is addressed specifically in training and forums through advice and challenge. Practitioners have

responded particularly well to practical demonstrations of best practice through sensory play workshops, muddy kitchen sessions and incorporating mathematical learning in these situations.

- The Early Years Service is currently working with a school where the ATV has identified EYFS assessment and planning as a key priority.
- Slough Early Years Service continues to utilise and develop the communication and literacy programme called I Talk. Data collected from over 1800 children per term in 2017 clearly demonstrates the impact of the strategies and percentages of children at risk of delay in speech and language development reduce over each academic year. This support for early communication skills supports the progression of literacy towards the end of EYFS.

### **Primary**

- A Senior Standards and Effectiveness Officer (Primary) (SSEO) has been appointed (September 2017). She has, together with a team of consultants, undertaken Autumn Term Visits (ATVs) for those schools wishing to engage. This has been very encouraging across the primary sector and the feedback from the visits has been positive.
- The information from the revised visit format has enabled the SSEO to bring together the intelligence gained from schools in to identify common themes, in terms of areas for development, and areas of expertise.
- The SSEO is working in conjunction with STSA to develop the strength of the networks across schools in response to feedback from schools. She has attended and presented to the Maths network and has set up a Curriculum Network. These groups have huge potential to share good practice and to develop middle leadership.
- In order to address the Disadvantaged local priority the SSEO has pulled together a research group that is set to meet in March. This again has been positive and has engaged schools across the board including those who have previously not engaged.

### **Secondary**

7.5 Within the Secondary phase there have also been some key developments in the approach to School Effectiveness.

- A Senior Standards and Effectiveness Officer (Secondary) has been appointed. She has undertaken ATVs for those schools wishing to engage.
- A Secondary Senior Leader group will be established view to creating a network of good practice at a senior leadership level.

### **Special**

- We have engaged an SEND specialist consultant this year to work with the Special Schools which is in response to direct feedback from these settings. She is also a SEND Ofsted Inspector and has already been able to offer invaluable support to Arbour Vale and her bespoke support was mentioned in Ofsted feedback within the primary sector.
- There has also been a SEND School Effectiveness Officer appointed who has already pulled together a network for Special Educational Needs Co-



ordinators. This role is a much valued link between the SEND and School Effectiveness teams.

## **Post-16**

- The LA, with permission of Slough schools, has bought the ALPS LA report for post-16. ALPS is a reporting system that analyses individual courses in each school in greater depth and identify areas of need. It is widely used by schools nationally, but the LA report will give an overview of all schools and thus allows us to analyse patterns and trends across the town to share with school leaders.
- In general there is a gap in a strategic 14-19 group which could fit into the priorities of the council in terms of apprenticeship and employment strategy for young people and meet the aims of the five year plan. This is a work in progress.

## 8. **Appendices Attached**

None

## 9. **Background Papers**

1. School Improvement Strategy (on request)
2. Slough Education Partnership Board terms of reference (on request)
3. School Improvement Board terms of reference (on request)

## **Links**

Results for all schools, multi-academy trusts and local authorities nationally can be found on the DfE Website

<https://www.compare-school-performance.service.gov.uk>

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 14<sup>th</sup> March 2018

**CONTACT OFFICER:** Cate Duffy – Director of Children, Learning and Skills  
Rodney D'Costa, Service Lead Children's Commissioning,  
Partnership & Performance

**(For all Enquiries)** (01753) 875751& (01753) 787649

**WARD(S):** All

**PART I**  
**FOR COMMENT & CONSIDERATION**

**JOINT PARENTING PANEL QUARTERLY UPDATE**1. **Purpose of Report**

This report provides Members with an update on the work of the Joint Parenting Panel (JPP) from the period 7 December 2017 to date. An update was provided for the meeting on 7 December 2017 looking back over the period to 1 April 2017.

2. **Recommendations**

That Members note and comment as appropriate on the report.

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

Priority 1 – Protecting vulnerable children

3b. **Five Year Plan Outcomes applicable to this report**

Outcome 1 – Slough children will grow up to be happy, healthy and successful.

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

There are no financial implications relating to this report.

(b) **Risk Management**

The role of the JPP is to scrutinise the work of partners in the discharge of their corporate parenting role. This work is already contained within the service planning and risk management framework of the relevant Council Directorates and other agencies and there are no direct risk management matters relating to this report.

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

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

(d) Equalities Impact Assessment

None required.

(e) Workforce

There are no workforce implications relating to this report.

5. **Supporting Information**

**Context for Corporate Parenting in Slough**

5.1 The context for corporate parenting includes the Terms of Reference for the JPP, the joint Corporate Parenting Strategy (and related Action Plan); Joint Care Leavers Strategy 2017; and the Joint Pledge to our Children Looked After. The scope of these documents can be summarised as follows:

- The **Terms of Reference** state that the JPP is a private meeting of Slough Borough Council (SBC), and is the primary vehicle for councillors and Non – Executive Directors of Slough Children’s Services Trust (SCST) to demonstrate their commitment to deliver better outcomes for children and young people in care and care leavers. Corporate parenting and the JPP is about all officers and members / appointed officials across the council and partner agencies championing the cause of children looked after and care leavers in Slough *as if they are our own children*.
- Slough’s joint **Corporate Parenting Strategy 2016-18** outlines the values, principles with 6 key priorities (and a related Action Plan) to support children and young people who are looked after by Slough Borough Council / Slough Children’s Services Trust.
- The **Joint Care Leavers Strategy 2017** is about setting out what care leavers can expect whilst in our care and after, to ensure that they have the same life chances as their peers, whether living in Slough or outside the Borough. In relation to care leavers, the strategy therefore articulates Priorities (what Slough will do), How? (it will be done); and a detailed Delivery Plan so that there is an objective measure of progress.
- The joint **Pledge to our Children in Care** sets out 19 pledges to Slough’s children looked after.

**2017/18 Cycle of JPP Meetings**

5.2 The agenda for JPP meetings is constructed around “themes”. The following Table sets out the JPP and other meetings held since December 2017, summarising the **key points** and the **impact on outcomes** for children and young people.

It should be noted that meetings of the JPP are private and therefore agenda papers are not in the public domain.

JPP / Other Meeting	Thematic Discussion	Impact on Outcomes
13 December 2017	<p><b>Corporate Parenting Strategy Priority 2 – Our looked after children and young people will be enabled to reach their educational attainment</b></p>	<p>The SCST <b>Virtual School Annual Report 2016/17</b> was presented and discussed. This publication eloquently sets out how education attainment results have improved compared to: previous Slough CLA cohorts, CLA in other local authorities, Slough and national figures for all children (in particular the test taken at age 11). Slough CLA did better than non-CLA peers locally and nationally. Results for children out of Borough at least match those in Slough.</p> <p>Note: the Virtual School has moved from an overall judgement of inadequate to good. The Virtual School has the ambition to be outstanding before 2020. Anecdotally Slough has the best results in the South East this academic year.</p>
07 February 2018 - Safeguarding and Corporate Parenting Members' Evening	<p>The aim of this session was to provide all members with a better understanding of:</p> <ul style="list-style-type: none"> <li>• their corporate parenting responsibility</li> <li>• how SCST and SBC work together to enhance and promote this offer through the Local Government Association's "10 Questions to ask if you're scrutinizing services for looked-after children"</li> <li>• how the care system functions from a foster carer's and care leaver's perspective</li> </ul>	<p>The session was well attended by Members and their feedback was very positive</p>

JPP / Other Meeting	Thematic Discussion	Impact on Outcomes
12 February 2018	<b>Corporate Parenting Strategy Priority 5 – Our looked after children and young people will be respected and engaged in planning for their future, and supported as they move into adulthood</b>	A presentation was made to the JPP summarising the broad range of services (including education, employment, housing, financial and support) that are being provided in support of our care leavers. Two case studies, involving the Council’s Young People’s Service and Housing Services, were presented to the JPP illustrating the positive impact of these interventions on our Care Leavers – Appendices A, B and D refer.
<b>Other:</b> Ofsted conducted a Monitoring Visit (MV) of SCST on 10 <sup>th</sup> and 11 <sup>th</sup> January 2018. This fifth MV focussed on Children in Need and Edge of Care. The Chief Executive of SCST presented Ofsted’s findings of this MV (published in a letter dated 2 February 2018) to the JPP meeting on 12.02.2018.		

5.3 At the request of this Panel, attendance statistics for Members of JPP are provided in Appendix C, based on the signing-in sheets for each meeting. It should be noted that there has been some “churn” of JPP membership, so not all Members will have necessarily had the opportunity to attend all potential JPP meetings in this cycle. Prior to compiling the statistics for this report the respective Members were given an opportunity to correct any factual errors.

6. **Comments of Other Committees**

6.1 None.

7. **Conclusion**

7.1 Members are invited to note and comment on this update of the JPP. The report sets out the context for the work of the JPP and key points from the 2017 /18 cycle of meetings and other events from the period 7 December 2017 to date, noting what this means for outcomes for Slough’s children and young people.

8. **Appendices / Hyperlink Attached**

- ‘A’ – Case Study, Young People’s Service
- ‘B’ – Case Study, Housing Services
- ‘C’ – Members’ attendance record, JPP 2017/18
- ‘D’ – Animation: What do care Leavers say about our support? (“Me and Who”) <https://www.youtube.com/watch?v=mTLQgLrypx8>

## 9. **Background Papers**

Note: meetings of the JPP are private and therefore agenda papers are not in the public domain.

Corporate Parenting Strategy 2016-18

<http://www.slough.gov.uk/downloads/Corporate-Parenting-Strategy-16-18.pdf>

Joint Care Leavers Strategy 2017

<http://www.slough.gov.uk/downloads/Joint-care-leavers-strategy.pdf>

Pledge to our Children in Care

<http://www.slough.gov.uk/downloads/Pledge-to-children-in-care.pdf>

Virtual School Annual Report 2016-17

<http://www.scstrust.co.uk/wp-content/uploads/SCST-Virtual-School-Annual-Report-2016-17.pdf>

5<sup>th</sup> Ofsted Monitoring Visit

[https://reports.ofsted.gov.uk/sites/default/files/documents/local\\_authority\\_reports/slough/057\\_Monitoring%20visit%20of%20LA%20children%27s%20services%20as%20pdf.pdf](https://reports.ofsted.gov.uk/sites/default/files/documents/local_authority_reports/slough/057_Monitoring%20visit%20of%20LA%20children%27s%20services%20as%20pdf.pdf)

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# Young People's Service Case Study

# Appendix A

Completed by  
Date

SC – Youth Worker NEET Reduction  
26<sup>th</sup> January 2018

## Reason(s) referred (what were the concerns)

### Back ground

There were CSE concerns, allegation of being sexually assaulted by ex boyfriend. An assault by ex-boyfriend's friend leading to being taken to A&E for medical support. History of making relationship with the opposite sex online and absconding to meet boyfriend. Young Person had a history of self harming, which posed a risk to others by way of provoking others to do harm to others.

Possible gang affiliation, threats of violence to others, previous threats to mother using a knife. Assault/violence to others. On a Youth Referral Order (YRO) under Youth Offending Team for assault. Harassment and history of presenting at another young person's home address to provoke and harass.

Lack of insight into risky behaviour and consequences of that on herself and her family.

Has previously experimented with substances mainly cannabis and alcohol through boyfriend's influence, although young person has stated that she uses alcohol on a social basis there has been instances of young person consuming large amounts of alcohol to the point of blacking out.

The young person was referred to the service from the leaving care team via a panel meeting as she was flagged up NEET (not in education, employment or training). Other services that have been involved Youth Offending Team, Personal Advisor and Engage (CSE support).

## Summary of work carried out (what worked well, what didn't)

Young person engaged well initially, met with her youth worker (SC) on a weekly basis in which an assessment was carried out to ascertain their academic level, previous work experience, challenges/barriers as well as confidence in the work environment. From the information obtained through the initial assessment an action plan was created with the young person of which together we created an email address, a profile on the apprenticeship website, a CV, working on interview skills tips and practice and undertaken the Buzzquiz (a personality related questionnaire which then shares what field of work would best suit the individual).

Initially young person was not interested in doing anything as she felt she did not have enough experience or qualifications to achieve apprenticeship or employment and then sustaining it, throughout the sessions my aim was to instil confidence in young person's abilities, skills and to raise aspirations. Raising aspirations was done through discussion and activities such as 'stepping in to the future' discussing where she would be living? Would she have a car? Would she go on holiday? she answered yes to all of this then we broke down how she could achieve this. I also shared examples of success stories of other young people with similar barriers to help increase her confidence as well as positive affirmations. She then began to think about options she wanted to work with children as she felt it will be the only thing that she would be good at as she had a criminal conviction this was not going to be a possibility.

We completed the Buzzquiz one of the areas of work that were shown that she may excel in was business studies; she become very excited about this and we applied for Business related courses at Reading College. Reading College were initially concerned about the criminal record, of which they sent a letter to the young person expressing their concerns which was followed up with a letter from the young person expressing her interest and dedication alongside a character support letter from the youth worker explaining how the young person has made mistakes in the past and that they is really trying to change and would really benefit from a chance. The result of this is that's he was offered an interview with Reading College which with some support and interview prep work she passed the interview and obtained a place at the college.

Whilst the college process and correspondence was going ahead in order to keep multiple options open the young person had been shown the Business Admin apprenticeship of which they applied for through the national apprenticeship website; we also started an application for the business admin opportunities that are run by Slough Borough Council. Unfortunately at this stage she disengaged from support due to personal issues within the home, although she disengaged from support I continued to contact young person as well as visit the home, of which I kept regular contact with support workers and liaised with their key workers to ensure that she completes and attends applicants and relevant interviews.

Through the regular contact and working with the key workers the young person did complete the application, was invited in for an assessment day and interview in which she re-engaged with support as she wished to get some interview prep and skills. We worked together on practice questions, single person and group interviews and overall interview prep including appearance and expectations.

The young person was successful in the interview and was offered one of the business admin apprenticeships.

**What difference did your intervention make? (what happened as a result of your intervention)**

Raised aspirations, confidence & self belief, moved from NEET to EET, sustained EET opportunity for 5 months and is still doing well.

**Young person's feedback on support received (young persons voice)**

'At first I didn't know where I was going to be when I am older, now I have been accepted for an apprenticeship that I start in September.

My youth worker was interested in what I had to say, reliable, consistent, supportive, friendly, honest, inspiring and caring.

Using the scale below please tell us where you feel you were when you first started working with your youth worker (where 1 is the lowest score and 10 is the highest score): 5

Using the scale below please tell us where you feel you are now, (where 1 is the lowest score and 10 is the highest score): 10

**Supplementary information for future development of YPS intervention and community based services/resources**

<b>For internal (SBC) use:</b>	What (if anything) would have helped you to succeed earlier? (be specific)
	A referral and back ground information including information about criminal record.
	What community based services were available to the young person or you and were these accessed?
	YES provision and get active how ever young person declined as she did not feel these were for her.
	Have you identified in gaps within current community based services?
	No
	Please comment on any learning which can enhance the continual improvement of the service
	Multi- agency working is key when working with CLA young people to ensure there is no duplication as well as relevant support put in place.

### Housing Case Study

Completed by  
Date

JR – Housing Services  
January 2018

#### Reason(s) referred (what were the concerns)

Client (GB) first came to Housing's attention in 2012, when she was nearly 17 years old and was referred to Housing Needs by the 16+ worker, at this time she was in a care home in Reading via Slough Social Services.

Our records indicate that she remained in Reading at this placement, from 2011 – March 2013 and then moved to another hostel, this time in Northolt until September 2013.

She was placed into The Foyer, Slough in September 2013 by Housing, after we were advised that she needed to move back to Slough by Social Services/The Trust. This placement failed and Ms B left The Foyer to become homeless, despite her being seen by several of the housing team in and around Slough but she would not engage with us.

October 2014 Housing received another referral for Young Persons Hostel accommodation for Ms B, via her 16+ worker, advising that she had been rough sleeping/sofa surfing for the in-between period, she was rehoused in the Slough, YMCA, Chalvey.

June 2015 - It seems Ms B's tenancy at The YMCA also failed and she was found by another Slough Borough Council Housing Team, when they actioned a premises closure order. The Demand Team were asked us to attend to provide housing advice etc to the residents who were being immediately evicted. Ms B was found in the property. The property was being used for illegal purposes. We provided Ms B with a B&B placement until the Monday, as the warrant was actioned on a Friday afternoon, advising that she needed to present at My Council for a homeless assessment. Ms B did not make use of the B&B and did not attend at My Council the following Monday.

We contacted the Team Leader at The Trust, due to concerns about Ms B not being in touch with us, also to express my fears in regard to the people Ms B had been living with, at the property previously, plus her appearance when our officers saw her the previous Friday.

December 2015 – We were advised that Ms B, had been engaging with the local T2 service but she did not wish to engage with Housing.

March 2016 – Client approached housing, with a 'partner', advising they were both homeless, however when they were being interviewed by the homeless officer, the partner got angry and left, Ms B ran after him.

August 2016 – Ms B again approached as homeless with a partner, advising they were sleeping in a tent but they also attended with a worker from the Youth Team. Another referral to Young People Supported Housing Panel was made, however it was refused by all providers, due to previous tenancy issues.

November 2016 – Client again approached as homeless, advising she has been sleeping in a tent previously and has substance addiction issues, plus undiagnosed mental health issues. A homeless application was taken and Ms G placed into temporary housing.

## Appendix B

January 2017 – Homeless enquires completed and an ‘Agreed’ S184 duty decision reached.

As Ms B’s homeless decision was only 2 months after her 21<sup>st</sup> birthday, so we agreed to take a pragmatic approach and housed her under the ‘LAC’ Allocations scheme into a social housing property, to hopefully provide her with the best chance of success for the future.

Sept 2017 – Ms B - housed into an SBC property. No rent arrears and so far successfully managing.

## MEMBERS ATTENDANCE RECORD 2017/2018 – JOINT PARENTING PANEL

COUNCILLOR	22/06/17	27/07/17	11/09/17	05/10/17 Workshop – <i>not a meeting</i>	13/12/17	12/02/18	19/04/18	Ward Represented	Party Group	% of 5 meetings/No. attended at time appointed to the Panel
<b>Bal</b>					Ap	Ab		Farnham	Labour	Ap - 1 Ab-1
<b>Bedi</b>	P	P	P	P	Ap	P		Foxborough	Labour	P - 4 (80%) Ap - 1 (20%)
<b>Coad</b>						P		Langley St Marys	UKIP	P - 1 out of 1
<b>Hussain</b>	P	P	P	Ap				Central	Labour	P - 3 out of 3
<b>Carter</b>	P	P	P	P				Britwell & Northborough	Labour	P 3 out of 3
<b>Chahal</b>	Ap	P	P	Ap	P	P		Upton	Conservative	P - 4 (80%) Ap - 1 (20%)
<b>Davis</b>					P	P		Cippenham Green	Labour	P - 2 out of 2
<b>Mann</b>	Ab							Britwell & Northborough	Labour	Ab - 1 out of 1
<b>Matloob</b>					P			Baylis & Stoke	Labour	P - 1 out of 1
<b>Pantelic</b>	Ap	Ap	Ap	P				Cippenham Meadows	Labour	Ap - 3 out of 3 (as advised to Group Members at start of municipal year
<b>Rasib</b>					Ab	Ab		Farnham	Labour	Ab - 2 out of 2
<b>Sadiq</b>	P	P	Ap	Ap	P	P		Wexham Lea	Labour	P - 4 (80%) Ap- 1 (20%)
<b>Usmani</b>		P	P	P				Chalvey	Labour	P - 2 out of 2

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

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**SLOUGH BOROUGH COUNCIL**

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

**DATE:** 14<sup>th</sup> March 2018

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

**WARDS:** All

**PART I**  
**TO NOTE**

**EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL**  
**2017/18 WORK PROGRAMME**

1. **Purpose of Report**

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

2. **Recommendations/Proposed Action**

2.1 That the Panel note the current work programme for the 2017/18 municipal year.

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

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

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

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

4. **Supporting Information**

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

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

5. **Conclusion**

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

6. **Appendices Attached**

A - Work Programme for 2017/18 Municipal Year

7. **Background Papers**

None.



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

**WORK PROGRAMME 2017/18**

Meeting Date
18 April 2018
<ul style="list-style-type: none"> <li>• The role of school to school support in Slough– including the impact of Academy sponsorship</li> <li>• School Governance</li> <li>• Teacher Recruitment and Retention</li> <li>• Progress with SEND reforms implementation</li> <li>• School Place Planning</li> </ul>

**To be programmed:**

- Progress with 30 hours Early Years entitlement
- Quarterly updates from Joint Parenting Panel – next one summer 2018

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**MEMBERS' ATTENDANCE RECORD**  
**EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL 2017 – 18**

COUNCILLOR	MEETING DATES						
	18/07/2017	25/10/2017	07/12/2017	08/02/2018	14/03/2018	18/04/2018	
Anderson	P	P*					
Brooker	P	P	P	P			
Carter	P	P					
Chahal	P	P	P*	P*			
Chohan	P	Ap	P	P*			
Arvind Dhaliwal			Ab	Ap			
N Holledge	P	Ap	P	P			
Kelly	P	Ap	Ap	P			
Matloob			P*	P			
Pantelic	P	Ab					
Qaseem	Ab	P	P	P			
Sharif			P	Ab			

P = Present for whole meeting  
 Ap = Apologies given

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

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