

Date of issue: Tuesday 10th April 2018

MEETING	EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL (Councillors Brooker (Chair), Kelly (Vice Chair), Chahal, Chohan, Arvind Dhaliwal, N Holledge, Matloob, Qaseem and Sharif) <u>Education Non-Voting Co-opted Members</u> Mercedes Hernandez Estrada – Secondary School Representative <u>Non-Voting Co-opted Members</u> Hamzah Ahmed – Slough Youth Parliament
DATE AND TIME:	WEDNESDAY, 18TH APRIL, 2018 AT 6.30 PM
VENUE:	MEETING ROOM 3, CHALVEY COMMUNITY CENTRE, THE GREEN, CHALVEY, SLOUGH, SL1 2SP
SCRUTINY OFFICER: (for all enquiries)	DAVID GORDON 01753 875411

NOTICE OF MEETING

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



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 14th March 2018 | 1 - 8 |
| 3. | Action Progress Report | 9 - 10 |
| 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

- | | | |
|----|---|---------|
| 5. | School To School Support In Slough | 11 - 30 |
| 6. | School Places Planning Update | 31 - 40 |
| 7. | Special Educational Needs and Disability Update | 41 - 58 |

ITEMS FOR INFORMATION

- | | | |
|----|---------------------------------------|---------|
| 8. | Attendance Record 2017 - 18 | 59 - 60 |
| 9. | Date of Next Meeting - 17th July 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 Wednesday, 14th March, 2018.

Present:- Councillors Brooker (Chair), Kelly (Vice-Chair), Chahal (from 7.16pm), Chohan, Matloob, Qaseem (from 6.52pm) and Sharif (from 6.52pm)

Apologies for Absence:- Councillor Arvind Dhaliwal and N Holledge

PART 1

42. Declarations of Interest

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

Councillor Chahal is a current member of the Joint Parenting Panel.

43. Minutes of the Meeting held on 8th February 2018

Resolved: That the minutes of the meeting held on 8th February 2018 be approved as a correct record.

44. Action Progress Report

Resolved: That the Action Progress Report be noted.

45. Member Questions

The response to the written questions was circulated.

Resolved: That the response be noted.

46. 5 Year Plan - "Achieve Economic Wellbeing" - Supporting Young People Into Education, Employment and Training

The report focused on SBC's work to support young people in ensuring that they received opportunities to pursue education, employment or training until their 18th birthday. Those who were not in such positions were categorised as NEETs; SBC had made avoiding this a vital part of its agenda for young people. As well as supporting its residents in securing such chances, it made sure that such placements were accredited and thus led to recognised qualifications and improved life chances. To support this, SBC was working closely with partners (especially schools).

There were 3 key elements to this; prevention, tracking and engagement. Prevention involved working with secondary schools to identify those at risk of becoming NEETs (referred to as RONIs). These were then assigned 1 of 4 levels depending on the level of risk involved. This policy had helped SBC ensure that the local number of NEETs was exceptionally low, with the

Education and Children's Services Scrutiny Panel - 14.03.18

authority in the top quintile nationally. The tracking procedure allowed SBC to know the status of all young people in years 12 and 13 and involved 2 dedicated full-time staff members. These staff used a variety of methods (e.g. schools liaison, engagement with projects, personal visits) so that all NEETs were supported. This was in contrast to several other local authorities, who had abandoned such policies; this had caused them to have difficulty in understanding the extent of the issue in their area. The team involved in this work also had a specialist in the area of Children Looked After (CLAs) and care leavers. Engagement with young people encountering life issues was the most sensitive area of SBC's work. The range of difficulties involved was very large and complex, and could include attitudes, situations or other matters. SBC was persistent in these cases whilst remaining mindful of the needs of those involved.

The end result of SBC's work was a very low level of NEETs in Slough; however, it was not purely about statistics and SBC was committed to ensuring that this work fitted with its skills agenda. As part of this, a multi agency Strategic Skills and Employment Group had been established which was ensuring that there is a correlation between the EET Agenda and Skills Gaps.

The Panel raised the following points in discussion:

- SBC was working with the travelling community through two work streams; one dedicated to those settling in urban dwellings, and those who continued to travel across the region. Intensive work was being undertaken with the Roma community, finding suitable work opportunities and adopting the 'One Slough' approach to the matter. Community development workers were also being recruited; SBC was fortunate that it has internal expertise regarding the travelling community and therefore understood the related issues.
- Those schools outside Slough who received local students had good links with the service (especially Burnham Park Academy and Churchmead) although were not involved with identifying RONIs. However, SBC was quick to identify such young people.
- The strategy for CLAs and those leaving care had been approved by the Joint Parenting Panel and launched; SBC also now offered support for CLAs who had moved out of the Borough.
- The quality of SBC's work was recognised by the Department for Education (especially through the regional group for NEETs). SBC also received request from other authorities for officer-to-officer level co-operation given its reputation.
- At present, SBC was developing the 14 – 19 skills agenda. The current situation saw good outcomes for level 2 apprenticeships but fewer for level 3 and 4 schemes. Apprenticeships would be a major element of the new skills agenda, ensuring that such schemes were suitable and were the right ones for those involved; SBC's support of its own apprenticeship scheme (as well as the Arvato equivalent) would be used in the construction of this. Slough was fortunate that its local economy was strong, which would further assist with this effort.

Education and Children's Services Scrutiny Panel - 14.03.18

- Careers advice was the responsibility of schools. However, through taster sessions and role modelling (e.g. senior managers who had been apprentices mentoring the new intake) SBC could help with the system.

(At this point, Cllrs Qaseem and Sharif joined the meeting)

- In cases where parents proved to be an obstacle to young people joining apprenticeship schemes, SBC worked to communicate the benefits of these opportunities. SBC was committed to the message that the academic route was not the only one open to those reaching the end of compulsory education.
- Any possible skills gaps resulting from the UK's departure from the European Union would be covered in the 14 – 19 skills agenda and work of the Skills & Employment Group.
- Where SBC encountered young people with behavioural issues, it worked with the individual to establish the root causes and help inform future life choices. If necessary, SBC would also support young people in influencing them to make choices that support them in ending influences which may negatively impact on their options.

Resolved: That the report be noted.

47. 14 - 19 Provision - Verbal Update

SBC was undertaking significant work on formulating the strategy at present. This would analyse local needs, map existing services and decide which needed to be commissioned or removed from provision, consult with partners and ensure that any gaps were eliminated. After this, recommendations would be made to the 14 – 19 Task & Finish Group. The matter would then return to the Panel.

The Panel raised the following points in discussion:

- The level of reading and writing amongst local young people would form part of the analysis. Conversations were also being held with schools to identify key themes.
- Standards at local schools were above national averages. Those who reached 16 without the attaining the necessary levels would continue with English and mathematics as part of functional skills provision.

Resolved: That 14 – 19 provision be added to the agenda for 13th March 2019.

48. Ofsted Inspection Adult Education - January 2018

SBC ran a joint service with Royal Borough of Windsor and Maidenhead (RBWM); this had been inspected in January 2018. At the previous inspection, all areas had been rated as 'requires improvement'. In 2018, Ofsted's overall rating remained at that level but some areas (e.g. personal

Education and Children's Services Scrutiny Panel - 14.03.18

development, apprenticeships) had risen to 'good'; in addition, safeguarding was now deemed to be effective.

However, concerns remained over the quality of teaching. Teacher recruitment processes were being altered to rectify this, and would improve the pace of change. In addition, governance and leadership had been enhanced. With development of entrepreneurship and analyses of local skills gaps and customer need, SBC was confident the means of improvement were in place. Combined with other innovations, this meant that the service was prepared to pledge that the next inspection would achieve a 'good' rating.

The Panel raised the following points in discussion:

- It was acknowledged that some of the current roster of teachers struggled with motivating students in English and mathematics. Contracts were due to be reviewed soon, and those not at the requisite level would not be renewed. In addition, new tutors would face a higher bar; SBC would support these improvement efforts with more robust self-inspection to track improvement. It was also recognised that the diverse abilities of students had led to materials being pitched at inappropriate levels. SBC was confident that its teachers would be better suited to the requirements of the role by September 2018.
- In addition, initial testing of teaching and probation policies would be more thorough to support efforts to raise levels. The recruitment campaign for new tutors had been designed with the express aim of attracting teachers already rated as 'good' or 'outstanding'.
- SBC had always held information on the level of learners but this had not been used as effectively as possible. SBC was emphasising the vital nature of this information to teachers in preparing courses and ensuring they were sufficiently personalised. Tutors would also be trained on tracking students' progress; in addition, a Continuing Professional Development programme called 'Journey To Outstanding' had been designed.

(At this point, Cllr Chahal joined the meeting)

- SBC was reviewing its policies to allow greater creativity in recruiting teachers (e.g. retired tutors, members of under-represented communities) and would also ensure students had a well-publicised selection of day time, evening and weekend courses from which to choose. External agencies would also support these efforts.
- With the exception of the basic course (induction levels), all options offered by SBC led to accredited qualifications. However, progression needed to be tracked more effectively and standardisation of this was required.
- A robust and thorough analysis of local needs would shape the new offer (at present, SBC was following structures based on previous years' offers). The service also needed to be mindful of the differences between the communities served by SBC and RBWM.

Education and Children's Services Scrutiny Panel - 14.03.18

Resolved: That an item on adult education be added to the agenda for 13th March 2019.

49. School Standards and Effectiveness

SBC served an area with a very high proportion of academies and free schools (75% of all primary, secondary, special schools and PRUs). It had a good relationship with these bodies, and 87% of local schools were rated as 'good' or 'outstanding' (2% below the national average). This left SBC confident that local provision was in a good position, with particularly good progress made on the Early Years Foundation Stage (EYFS). This area had seen a 13.2% rise in pupils attaining a Good Level of Development (GLD) since 2014 and had risen from below the national average to above it.

At Key Stage 2, the proportion of pupils achieving expected standards in Reading, Writing and Mathematics in Slough are above the national average for 2017. Key Stage 4 had introduced the 'Progress 8' and 'Attainment 8' measures; however, these had yet to become fully embedded and also tended to emphasise extreme results at either end of the achievement spectrum at present. However, Slough was presently above both national and local averages (although there was a recognised split between selective and non-selective schools). On Progress 8 scores (which essentially measured 'value added' by schools), both selective and non-selective schools were above national and local averages. At Key Stage 5, 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. Meanwhile, scores for Applied General qualifications have progressed but remain just below the national average.

EYFS had a gender gap, with girls achieving better than boys on average. However, in 2016 – 17 this gap had closed whilst both boys and girls also improved their results. Part of this had been through designing activities aimed at boys; for example, girls did better in mathematics so 'muddy maths' had been developed to increase involvement from boys. The gender gap had also decreased at Key Stage 2 and was now below the national average. However, the gap remained larger at Key Stage 4 and SBC would work to resolve this. Meanwhile, the gender gap was negligible for A Levels.

Disadvantaged children were defined as those eligible to receive free school meals (regardless of whether they accepted the offer or not). Whilst fewer disadvantaged EYFS children achieved GLD than their peers, the percentage who did was above average, and the gap between them and their peers was below the national average. However, it was recognised that reporting at EYFS was not complete nationally. Patterns at Key Stage 2 were similar, except the local gap between disadvantaged children and their peers had slightly widened. It was recognised that work was required to rectify this. In comparison, the picture at Key Stage 4 was positive. The issue of Special Educational Needs and Disabilities (SEND) was complex and would be the subject of a separate agenda item at the next meeting.

Education and Children's Services Scrutiny Panel - 14.03.18

Disadvantaged white British children were the lowest performing ethnic group in Slough at Key Stage 2, with boys attaining considerably lower results than girls. However, those who are not disadvantaged were well above Slough averages; this suggested that disadvantage and gender (not ethnicity) were the key factors. However, at Key Stage 4, non disadvantaged and disadvantaged white British children had the worst Progress 8 scores (in line with national trends). Work was being undertaken with schools on this issue.

Nevertheless, the overall picture at Key Stage 4 was positive. On Attainment 8, Progress 8, the percentage receiving Grade 4 or better in English and mathematics GCSE and the percentage achieving Grade 5 or better in English and mathematics GCSE, Slough was above national averages.

In terms of key developments, the School Effectiveness Team had appointed a Senior Education Liaison Officer. This had helped the Local School Improvement Fund (LSIF) 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. A School Improvement Board had been formed, which 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. The relationship between SBC and local schools has been supported by this, with 5 primary academies that had previously not had a working relationship with SBC now engaged. Other key developments had been the work of sepeate Senior Standards and Effectiveness Officers with primary and secondary schools, the appointment of an equivalent for SEND pupils and the work done on the 14 – 19 agenda mentioned in minute 48.

The Panel raised the following points in discussion:

- The role of the local authority in education was always one of partnership rather than enforcement, even prior to the increase in the number of academies. However, despite the high number of such establishments in Slough, the Multi-Academy Trusts (MATs) in the area did help co-ordination. The initial period of schools becoming independent had led to some disengagement, but as time had passed so the benefits of co-operation had been appreciated. Whilst 100% engagement is unlikely, SBC would continue to try and expand its network; however, it could not oblige any school to work with it.
- Members welcomed the progress made in the last 2 years and noted the impact of engagement on outcomes for children. The proliferation of forums for discussion had supported this; however, it was also recognised that this process needed to be continued.
- The return of services from Cambridge Education to in-house provision had also helped. All schools had now been visited by SBC since the transfer, whilst the appointment of a permanent Director of Children's Services was also positive. As for the future, it was noted that efforts to help key workers find local housing and the continued expansion of a permanent leadership for the Education Team would ensure progress was maintained.

Education and Children's Services Scrutiny Panel - 14.03.18

- The impact of the partnership between Beechwood and Herschel Grammar School was currently hard to measure given its relative novelty (October 2016). However, it was reported that Herschel was evaluating the suitability of Beechwood's curriculum and that these efforts, alongside other work, were being reported favourably by those involved. However, clarity on the results of this work would need to be awaited.

Resolved: That the report be noted.

50. Joint Parenting Panel Quarterly Update

The report covered the period from December 2017 to March 2018. The body covered the Corporate Parenting Strategy 2016 – 18 and the Joint Care Leavers Strategy 2017, with each meeting conducting a themed discussion. On 13th December 2017 the focus was Priority 2 from the Corporate Parenting Strategy (our LACs and young people will be enabled to reach their educational attainment) and discussed the improved outcomes outlined in the Virtual School Annual Report 2016 – 17. In particular, the rating of the Virtual School from 'inadequate' to 'good' was testimony to its work.

7th February 2018 had been a more informal setting, aimed at helping SBC Councillors to understand their responsibility for corporate parenting and how the Children's Services Trust and SBC could work together to improve outcomes. This had been well received and encouraged positive interaction between the organisations. Finally, 12th February's meeting had focused on Priority 5 (our LACs and young people will be respected and engaged in planning for their future) and received case studies from the Young People's and Housing Services (included as appendices). These had outlined challenging situations where good results had been obtained through sensitive and diligent efforts.

The Panel raised the following points in discussion:

- The high turnover in membership of the Joint Parenting Panel was noted, and it was asked if this should be subject to the same 'three strikes' policy which could see scrutiny members removed from committees. However, it was also noted that the high turnover had led to problems with members' availability and Party Groups were advised that this matter may be best managed internally. However, the importance of the support of members and officers in their responsibilities towards LACs was emphasised.

Resolved: That the update be noted.

51. Forward Work Programme

Resolved: That the work programme be noted.

Education and Children's Services Scrutiny Panel - 14.03.18

52. Attendance Record

Cllr Arvind Dhaliwal had not attended three consecutive meetings. However, the Panel were willing to accept that there were extenuating circumstances although the member would be reminded that attendance on 18th April 2018 was now expected.

Resolved: That the attendance record be noted.

53. Date of Next Meeting - 18th April 2018

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.44 pm)

Education and Children’s Services Scrutiny Panel – Actions Arising

14th March 2018

Minute:	Action:	For:	Report Back To: Date:
47	SBC was undertaking significant work on formulating the strategy at present. This would analyse local needs, map existing services and decide which needed to be commissioned or removed from provision, consult with partners and ensure that any gaps were eliminated. After this, recommendations would be made to the 14 – 19 Task & Finish Group. The matter would then return to the Panel.	Service Lead Communities & Leisure	ECS Scrutiny Panel 13 th March 2019
48	With development of entrepreneurship and analyses of local skills gaps and customer need, SBC was confident the means of improvement were in place. Combined with other innovations, this meant that the service was prepared to pledge that the next inspection would achieve a ‘good’ rating.	Service Lead Communities & Leisure	ECS Scrutiny Panel 13 th March 2019

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 18th April 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), Slough Borough Council
(01753) 875751

WARD(S): All

PART I
FOR COMMENT & CONSIDERATION

SCHOOL TO SCHOOL SUPPORT IN SLOUGH

1. Purpose of Report

To provide an overview of Slough Borough Council's approach to facilitating the school led improvement system, focusing on the role of the Slough Teaching School Alliance, the Local School Improvement Fund, the role of the Slough School Improvement Board and the impact of sponsor-led academies in Slough.

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.

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

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

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

(d) **Equalities Impact Assessment**

There is no need for an equalities impact assessment.

(e) **Workforce**

There are no workforce implications

5. **Supporting Information**

Teaching Schools

- 5.1 **Teaching schools** were first proposed in the 2010 White Paper '*The Importance of Teaching*'. Designated teaching schools are good and outstanding schools that work with others to offer high-quality training and development to new and experienced school staff. They remain part of the government's plan to give schools a central role in raising standards by developing a self-improving and

sustainable school-led system. A **Teaching School Alliance** is a network of schools which offer and are involved in support, training and development opportunities, led by one or more designated teaching schools which act as a conduit for funding and opportunities and a hub for organising the activities. There are now around 800 designated teaching schools across the country, forming around 600 separate teaching school alliances.

5.2 The **Teaching School Council** provides a developing structure of organisation and accountability for teaching school alliances, championing the aim of creating a mature, school led, self-improving system. The Teaching School Council is organised into eight regions, with clear regional and sub-regional network structures which operate across local authority boundaries and aim to provide a collaborative, coherent and coordinated approach to sharing effective practice, resources and provision.

The Slough Teaching School Alliance

5.3 The Slough Teaching School Alliance comprises the designated teaching schools, strategic partner schools and other partner organisations.

Designated teaching schools	Strategic partner schools	Strategic partner organisations
<ul style="list-style-type: none"> • Langley Grammar School • Lynch Hill Primary Academy • Upton Court Grammar School 	Partner schools provide support to other schools either individually or through programmes and networks, supported by funding from the designated teaching schools.	Organisations other than schools which work closely with the teaching school alliance.
Designated by DfE through NCTL as a multiple teaching school alliance Conduit of funding from DfE Able to bid for grants on behalf of the Alliance Potential conduit for school improvement funding Initial Teacher Training coordination Appropriate Body for NQT Leadership of large-scale programmes/activities	Various roles which include <ul style="list-style-type: none"> • National Support Schools • National Leaders of Education (NLEs)* and Specialist Leaders of Education (SLEs)** • Leaders of teacher/middle leader networks • Centres of pedagogical excellence and expertise • Coordinators/leaders of training programmes • Leaders of particular initiatives 	These include <ul style="list-style-type: none"> • Slough Borough Council • Higher Education Institutions for initial teacher training and research-based teacher development • Other organisations such as <ul style="list-style-type: none"> ○ CAS Network of Computing Excellence ○ National Centre for Excellence in Teaching Mathematics ○ Surrey Maths Hub ○ Local Science Learning Partnerships

* National leaders of education (NLEs) are strong school leaders, who have experience of effectively supporting schools in challenging circumstances. NLEs work alongside teaching schools and other system leaders to provide high quality support to those who need it most.

** SLEs focus on developing leadership capacity. While other roles focus specifically on developing classroom expertise, this role is about developing the capacity and capability of other leaders so that they have the skills to lead their own teams and improve practice in their own schools.

Slough Teaching School Alliance Activities

5.4 The table below outlines what the Slough Teaching School Alliance does:

Initial Teacher training	<i>Teach Slough</i> Schools Direct programme Support for assessment-only route
Appropriate Body service for NQT induction	NQT assessment process, mentor training Quality assurance of induction process and assessments Statutory returns to NCTL* on induction completion.
Ongoing teacher professional development	Access to nationally recognised ITP and OTP programmes Themed network meetings for NQTs Teacher development networks Teach-meet programme (organised by strategic partner schools) Conference-style training as appropriate to school needs, focusing on the development of pedagogy Training and development programmes in Computing and Mathematics through NCETM and CAS links.
Leadership development	Access to franchised leadership development programmes e.g. <ul style="list-style-type: none"> • NPQML/NPQH and their successor programmes, • SSAT National Award for Middle Leadership (NAML) • Inspired to Lead. Annual Slough-focused headteacher conference on relevant themes. Targeted leadership development programmes.
School to school support	Maintenance of directory of local and regional system leaders and school expertise. Liaison with Slough Borough Council to broker school-to-support. Management of Slough's local School-to-School support fund. Recruitment, designation and ongoing support for SLEs.
Economies of scale	The Alliance acts as licence holder for the currently operational brokered deals eg Educare online training package, Sophos system

* National College for Teaching and Leadership

Funding and Accountability

5.5 The Teaching School Alliance receives an annual core grant of £40k from the DfE. Additional income is generated from CPD activities and NQT appropriate body fees.

5.6 The Slough Teaching School Alliance is accountable to a range of stakeholders:

Who?	How?
Department for Education (NCTL)	The NCTL requires an annual return which assesses the impact of the £40k annual Collaborative Fund grant
Teaching School Council	Representation on the Pan-Berkshire teaching schools sub-regional group, and on the South East regional board of the Teaching School Council
Local schools' community	Through an advisory board of representatives from primary, secondary, special and nursery phases

The Slough Local School Improvement Fund

5.7 The Slough 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. In the same year the fund was topped up (from centrally retained funds) with an additional £30,000 for specific primary school projects. In the 17/18 financial year a final top up from centrally retained funds of £49,500 was made, making the total of the local school improvement fund £229,500. Schools are able to 'bid' for funding for school to school support or to work on collaborative projects, linked to local priorities. The funds are held by the Slough Teaching School Alliance on behalf of the Slough schools' community and can be accessed through a simple application and assessment process.

5.8 The Slough Teaching School Alliance (STSA) and Slough Borough Council (SBC) work in partnership to 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.

5.9 SBC has seconded a local headteacher (2 days a week) as a Senior Education Liaison Officer, who acts in a 'bridging' role between the council and the Slough Teaching School Alliance. The purpose of this role is to work with the Slough Teaching School Alliance to broker support for schools and ensure quality assurance of the bids that are received and also to monitor and assess impact of successful bids. The role is being fulfilled by Rachel Cross, headteacher at St Mary's CoE Primary. Further details of the bidding process can be seen in Appendix A.

Stakeholder Engagement

- 5.10 As of March 2018, 39 of 52 schools in Slough have accessed funding, which is 75%. A total of £77,375 has been released enabling widespread collaboration amongst schools. One project involves 11 primary schools working on an early language development project. A further overview and breakdown of projects and schools involved is provided in Appendix B.

Impact

- 5.11 The aim of the local school improvement fund was to encourage schools to work together in order to be at the forefront of the school led improvement system. This level of participation indicates that this has been a success; the initiative has facilitated Slough schools to work together on a scale that has not been seen previously.
- 5.12 Bids were initiated in summer 2017, so most projects started in September. Projects are monitored against their criteria and action plans from respective bids. The first set of 'mid-reviews' have recently taken place and have been, so far, very positive. A full impact analysis will take place once the initiatives have had time to be fully embedded.

The Slough School Improvement Board

- 5.13 The Slough School Improvement Board was set up by Slough Borough Council in January 2018. The aims of the board are:

“The board will have a strategic overview of primary and secondary school performance in the Local Authority (LA) and facilitate the school-led improvement system. The board will promote best practice to support all schools in their aim of providing high quality education to their students.”

- 5.14 Main functions of the board are to:

- Support the LA in statutory monitoring function
- Scrutinise the 'risk assessment' process and evaluations of each school according to the school improvement strategy
- Support the brokering of school to school support
- Share information and expertise about the Slough school system
- Agree LA wide priorities and issues of concern and develop systemic approaches to address these
- Identify and encourage areas of strength to aid the school led improvement system
- Monitor the progress of Local School Improvement Fund Projects
- Act as an advisory group on school improvement issues to the Slough Education Partnership Board (SEPB)”*

* taken from the terms of reference, attached in Appendix C

- 5.15 The SSIB has met twice this year and will be the key driver in facilitating the School led improvement system with local stakeholders. The board is currently in the process of updating the Slough School Improvement Strategy which articulates the role of the LA and schools in our approach to school improvement.

Sponsored Academies

- 5.16 **Academies** are publicly funded schools, independent of the local authority, and held accountable through a legally binding funding agreement with the Department for Education (DfE). Staff are employed by the academy trust. Academies have more flexibility over curriculum design and staff pay and conditions. There are three different routes to becoming an academy:

Sponsored academies: Underperforming maintained schools Taken out of local authority oversight and given to an academy sponsor to provide support in improving pupil achievement and attainment. The first academies were all sponsored academies. Examples of sponsors include other schools, universities, businesses, individuals, charities and faith communities. While early sponsors were initially asked to provide schools with financial support, the role is now primarily to provide school improvement support.

Converter academies: These are schools deemed by the DfE as performing sufficiently well that they can choose to opt out of LA oversight and become an academy; either as a single academy trust (SAT) or as part of a multi-academy trust (MAT). It is now rare for the DfE to agree to the formation of a SAT, new academy converters are expected to join or form a MAT.

Free schools: Free schools are essentially new academies, as this is now the only way in which new schools can be created. Free schools can be set up by groups such as charities (including MATs), universities, community and faith groups, parents or businesses. Sometimes these groups are invited to tender to set up a new school by a local authority as a way of meeting the need for more school places in their area.

Sponsored Academies in Slough

- 5.17 In Slough there have been 8 schools that have become sponsor-led academies since 2010. All have been primary schools. Arbour Vale is under an academy order and will be the 9th school convert to a sponsor-led academy. This is currently in progress.
- 5.18 The table below shows the difference made to schools from having no previous sponsor to becoming a sponsored academy (note only sponsor academies from 2010):

School	Ofsted rating before sponsor conversion	Sponsor	Ofsted rating after conversion
Montem Academy	Requires improvement (2013)	The Park Federation	Outstanding (2016)
Western House Academy	Requires improvement (2014)	The Park Federation	Good (2017)
James Elliman Academy	Satisfactory (2012)	The Park Federation	Good (2015)
Godolphin Juniors	Requires improvement (2014)	The Park Federation	No Designation
Colnbrook	Special measures (2012)	SEBMAT	Good (2015)

Willow Primary	School causing concern	Marish Academy Trust	Good (2016)
Foxborough	Special measures (2013)	The Pioneer Education Trust	Requires Improvement (2016)
Parlaunt Park Primary	Good (2011)	The Arbib Foundation	Requires improvement (2017)
Arbour Vale	Special measures (2017)	TBD	N/A

5.19 The Park Federation has sponsored the most schools in Slough and is the largest local multi academy trust with schools in Hillingdon as well as Slough. It has a very successful track record with 3 of 4 Slough schools sponsored by the Park Federation having moved to good or better with the 4th school yet to be inspected. Colnbrook improved from special measures to good under SEBMAT and Willow Primary improved to good following sponsorship by the Marish Primary School Trust. Foxborough Primary school has moved from special measures to requires improvement since partnering with the Pioneer Education Trust, the recent Ofsted monitoring visit (2017) showed positive progress was being made. One school Parlaunt Park has seen its Ofsted grade decline since becoming a sponsored academy, however overall the impact of sponsor-led academies has been positive in terms of improving school quality.

6. **Comment of Other Committees**

This report has not been considered by other Committees at SBC.

7. **Conclusion**

Slough Borough Council has been on a rapid journey in the last 18 months (since the return of all education services from Cambridge Education, completed in December 2016) to re-establish its key role as a champion for high educational standards across the town. In a mixed economy of single academies, MATs, free schools and maintained schools the council's aim is to facilitate the best support through the school led improvement system as key partners with all stakeholders. This will enable us to maximise the best possible outcomes for all young people, in line with the ambitions of our 5-year plan.

8. **Appendices Attached**

- 'A' - LSIF Funding Process April 2018
- 'B' - School Improvement Funding Report March 2018
- 'C' - Slough School Improvement Board Terms of Reference

9. **Background Papers**

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

Slough Local School Improvement Fund

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

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

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

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

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

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

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

A 'Development and Review Plan' will be agreed and drawn up by School A and the support school/s. These will be shared with and monitored by the panel for quality assurance purposes (see appendix 3).

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

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

Appendix 1

Slough Local School Improvement Fund (LSIF)

Criteria 2017 - 2019

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

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

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

The funds will not support:

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

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

Appendix 2

Slough Local School Improvement Fund

Timelines for bids

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

Thursday 6th July 2017

Monday 23rd October 2017

Monday 8th January 2018

Monday 12th March 2018

Monday 7th May 2018

Monday 2nd July 2018

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

Slough Local School Improvement Fund

Development and Review Plan

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

Page 22

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

First copy, completion of aspects 1 – 4, must be sent to rachel.cross@slough.gov.uk within 4 weeks of the agreement of funding.
 The final copy will be requested within 2 weeks from completion of the project.

School Improvement Funding 2017 – 2018

March Report 2018

Number of bids so far: 18

Single school bids: 7

Multi-school bids: 11

Successful bids: 12

Schools involved in projects: 39 of 52 = 75%

Nurseries: 5 of 5 = 100%

Primaries: 17 of 30 = 57%

Secondaries: 13 of 14 = 93%

Special: 0 of 3 = 0%

Funding breakdown

Nursery: £5,500

Primary: £56,900

Secondary: £17,475

Total to date: £79,875

Common threads for funding

- ⇒ Assessment with a particular focus on moderation and standardisation
- ⇒ Curriculum including teaching and learning
- ⇒ Language development

Project titles

- Talk for Writing
- English subject leaders' hub
- More able
- 6th form network
- SEND support
- Early Language Development
- GCSE & A level moderation & standardisation
- Assessment
- PSHCE

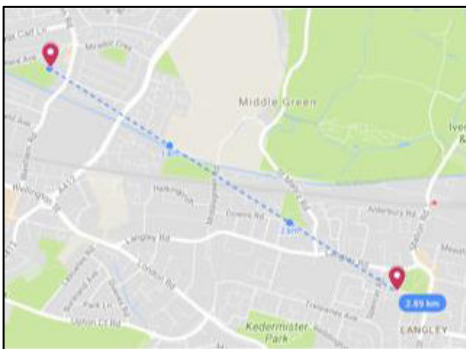
Geographical locations of school improvement partnerships



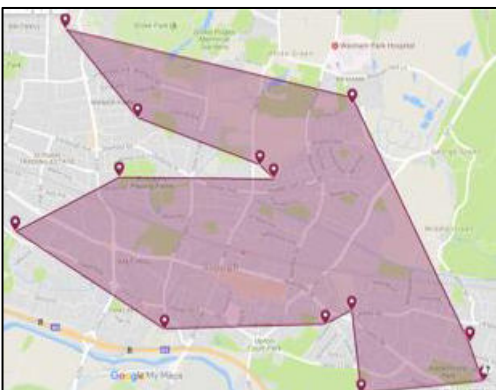
Slough Centre Nursery, Chalvey Early Years' Centre, Cippenham Nursery, Lea Nursery, Baylis Court Nursery



Foxborough Primary, Colnbrook CE Primary, Langley Academy Primary, Parlaunt Park Primary



Marish Primary and Iqra Islamic Primary



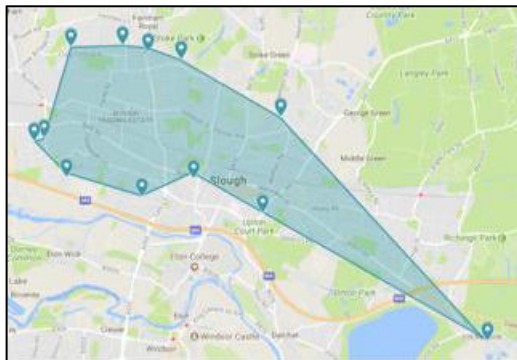
Penn Wood Primary, Cippenham Primary, Cippenham Infant, St Mary's CE Primary, St Ethelbert's RC Primary, Colnbrook CE Primary, Montem Academy, Western House Academy, St Anthony's RC Primary, Claycots Primary (2 campuses), Lynch Hill Primary Academy



Baylis Court School and Wexham School



Penn Wood Primary and Godolphin Infant



Baylis Court School, Beechwood School, Ditton Park Academy, Herschel Grammar School, Langley Grammar School, Langley Academy, Lynch Hill Enterprise Academy, Slough and Eton CE Business & Enterprise College, St Bernard's Grammar School, St Joseph's RC High School, Upton Court Grammar School, The Westgate School, Wexham School

Rachel Cross
Senior Education Liaison Officer
March 2018

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SLOUGH SCHOOL IMPROVEMENT BOARD (SSIB) TERMS OF REFERENCE (TOR)

Purpose of the Board

The board will have a strategic overview of primary and secondary school performance in the Local Authority (LA) and facilitate the school-led improvement system. The board will promote best practice to support all schools in their aim of providing high quality education to their students.

Main functions of the board are to:

- Support the LA in statutory monitoring function
- Scrutinise the 'risk assessment' process and evaluations of each school according to the school improvement strategy
- Support the brokering of school to school support
- Share information and expertise about the Slough school system
- Agree LA wide priorities and issues of concern and develop systemic approaches to address these
- Identify and encourage areas of strength to aid the school led improvement system
- Monitor the progress of Local School Improvement Fund Projects
- Act as an advisory group on school improvement issues to the Slough Education Partnership Board (SEPB)

Format of the Meetings

The meeting will consider a range of quantitative and qualitative information to inform school improvement discussions. This includes desktop data, feedback from consultant visits, factors identified through other LA departments, feedback from Slough Teaching Schools' Alliance (STSA), Slough Association Secondary Headteachers (SASH) and Slough Primary Headteachers' Association (SPHA)

Declarations of Interest

Within the TOR a conflict of interest is defined as '*A financial, commercial, legal, personal or professional relationship with other organisations, or with the people working within them, that could influence your professional judgement.*'

Declarations of interest will remain as a standing agenda item for each meeting.

Membership

- Service Lead – School Effectiveness (CHAIR)
- Director of Children, Learning and Skills- when required
- Service Lead - SEND
- One primary Headteacher (SPHA Nominated)*
- One secondary Headteacher (SASH Nominated)*
- Member of the Teaching School Alliance *
- SBC Senior Primary and Secondary Advisers
- SBC schools partnership (Rachel Cross's role)
- An additional representative from both the primary and secondary phase will attend on a rotational basis

*Part of the role of nominated Headteachers is to provide assurance to respective Headteacher groups that school improvement processes are transparent and evidence based.

The Service lead for School Effectiveness at the LA will act as chair and the administrative assistant for the respective lead officer will act as clerk. Other officers and attendees may be invited. Action points from the meeting will be restricted to board members only. However the board will also feed back strategic issues to SEB. There will be no Headteacher substitutions at meetings and the lead officer will only delegate the role of chair if absolutely necessary.

Confidentiality

The meeting may include discussion of sensitive matters in relation to individual schools; all members are expected to observe strict confidentiality in these instances.

Meeting Frequency

Meetings will take place six times across the academic year or as required. The first meeting will take place in January 2018 when majority of school visits have been completed.

Reporting Mechanisms

The Board will report to SEPB and will inform discussions regarding approaches to school improvement at a number of other groups and meetings

- Schools' Forum
- Primary and secondary phase associations
- SEND Strategy Group
- STSA
- Regional Schools' Commissioner meeting with LA
- HMI meeting with LA

General Data Protection Regulation (GDPR)

The School Improvement Board is aware of the implication of pending compliance for GDPR from May 2018. It recognises that the Data Protection Act 1998 (DPA) applies to the sharing of personal data. The School Improvement Board would refer to the Data Protection Officer within the Local Authority and the Information Commissioner's 'Data Sharing Code of Practice' for advice on data sharing practice within meetings should further clarification be required.

These terms of reference will be reviewed annually at SEPB meetings

Approved:

Review:

Note Shadow meetings with a focus on Early Years and Special Schools to be established – Special schools/resource provision may be included in TOR of SEND Strategy Group

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel
DATE: 18th April 2018
CONTACT OFFICER: Cate Duffy, Director of Children, Learning and Skills
Tony Madden, Principal Asset Manager
(For all enquiries): 01753 875751 / 01753 785739
WARD(S): All

PART I
FOR COMMENT & CONSIDERATION

SCHOOL PLACES PLANNING UPDATE

1. Purpose of Report

To update Members on current school expansion projects, the latest pupil projections and proposals for meeting future demand.

2. Recommendation

That the Panel note the projects in progress and endorse the approach to school places planning as set out in the report.

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

3a. The Slough Joint Wellbeing Strategy

Slough's approach to school places reflects the following wellbeing priorities:

- Economy and Skills
- Health
- Regeneration and Environment

3b. Five Year Plan Outcomes

Slough's approach to school places will contribute to the following 5 Year Plan Outcomes:

- 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 to the information in this report. However, the cost implications of the expansion programme are outlined in section 5.

b) Risk Management

There are no risk management issues to the information in this report. A full summary of risks around school place planning will be presented to Cabinet in June 2018. The key risks are:

- Mismatch of supply and demand and the pressures and destabilising effects on the school community.
- Funding pressures over the next 5 years.

c) Human Rights Act and Other Legal Implications

There are no Human Rights Act implications to the information in this report.

d) Equalities Impact Assessment

The preparation of this report has not necessitated an Equalities Impact Assessment.

e) Land and Property Implications

There are no site implications as a consequence of the data in this report.

However, there are property and land implications of the expansion programme:

- Grove Academy has opened on the former TVU site and subject to planning will move to a site in Chalvey
- Expansions of existing schools and bulge classes will generally use existing school land and not impact other council plans
- The Special Education Needs and Disability (SEND) and Pupil Referral Unit (PRU) expansion programme agreed by Cabinet in March 2017 affects a number of council sites.

5. Supporting Information

- 5.1 The council has a legal obligation to ensure sufficient school places for all Slough resident children. In broad terms the strategy involves developing high quality new places which will best satisfy the needs of the children and young people of the borough, to take the opportunity of free schools where they satisfy those needs and to plan for a flexible supply of expansions and new schools to match the dynamic environment of school place demand.

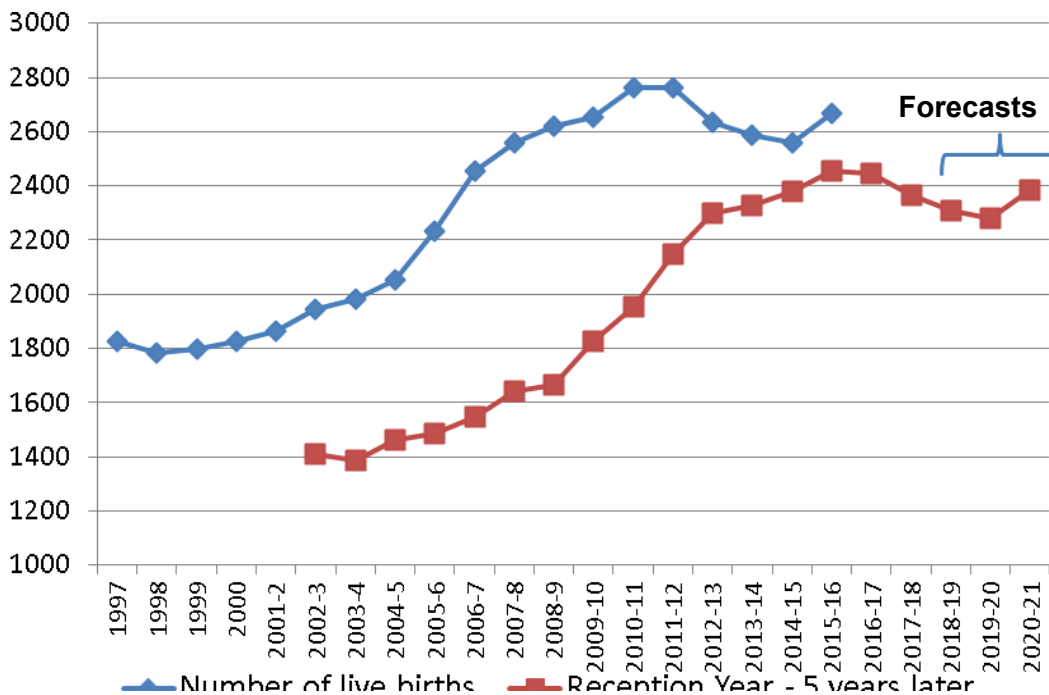
- 5.2 Population profiles, supply and demand are kept under regular review and in particular emerging risks are recognised and tackled. Place planning follows the adopted strategy and in the face of fluctuating projections takes both a planned and opportunistic approach.
- 5.3 This report seeks to bring all the elements of forecasting, place planning, free schools and council-funded projects and the financial plan together for members.
- 5.4 School place predictions are based on birth rate, known pre-school children, current school population statistics and an estimate of growth based on inward movement. In addition to population pressures, Slough also has high demands on particular schools from outside the borough, most notably on selective secondary schools. Overall Slough is a net exporter of pupils with more pupils travelling outside the borough for school places than come in each day.
- 5.5 In a dynamic population, forecasting beyond three years remains extremely uncertain. The relatively small number of pupils with individual Special Educational Needs and Disability (SEND) makes forecasting accurately for this sector challenging.

Place Planning Summary

- **Primary Places:** Grove Academy is expected to provide the medium term capacity required by Slough. There is a need to manage a small surplus of Reception places before demand rises again in 2020. Some bulge classes in upper year groups may be required if the in-year reduction seen over the last 12 months does not continue.
- **Secondary Places:** If the current pattern of reduced in-year growth continues then the opening of Grove Academy together with the expansion of 2 existing schools provides the capacity needed in Slough in the long term. It is likely there will be a period of pressure starting in 2021 when bulge classes may be required before demand starts to reduce 3 years later.
- **Early Years Provision:** A large expansion programme is required in this sector.
- **SEND and PRU Places:** A large expansion programme is underway. A further refinement of forecasting is being undertaken to ensure that provision is aligned with demand for the longer term.

Primary Places

- 5.6 Slough's key source of data for forecasting reception demand is birth numbers received from the Office of National Statistics. Births numbers peaked in 2010-11 and 2011-12 at 2760 births. For the next 3 years numbers reduced before going back up again in 2015-16 (latest data available). The graph below shows how the number of Reception pupils (lower red line) closely mirrors the pattern of births 5 year's before (higher red line). It also shows forecast demand for the next 3 years.



5.7 Current forecasts suggest that Slough has sufficient Reception places available and no further growth is planned beyond the bulge classes shown in 6.14. Since 2008-9 when Slough had 56 forms of entry available across all schools capacity has been expanded by more than 50% with the opening of Grove Academy.

5.8 The table below summarises the current position for 2017-8 and the next 3 years. Slough aims to have a surplus of 2 classes in each year group for unexpected growth, new arrivals and to ensure as far as possible that parents are offered a place at one of their preferred schools.

Year	Reception demand	Available	Reception surplus	Grove Academy	New Reception surplus
2016-17	81.6	83.4	1.8		
2017-18	78.9	82.4	3.5		
2018-19	77.0	81.4	4.4	+2	6.4
2019-20	76.1	81.4	5.3	+2	7.3
2020-21	79.5	81.4	1.9	+4	5.9

5.9 As a result of the forecast surplus of reception places Foxborough Primary School has reduced its Planned Admission Number from 60 to 30 and from 2019 James Elliman will reduce their admission number from 120 to 90. These reductions have already been assumed in the table above. Where further reductions are agreed by the Local Authority this will be on the basis that if demand rises in future years the classes will be reopened.

5.10 While there is a surplus of places in Reception at the same time there is pressure on places in other primary year groups due to new arrivals to Slough. To ensure the planned surplus of 2 classes were available for 2017-18 in every year group, 4 bulge classes were opened; 3 at Grove Academy and one at Priory School. The table below shows the surplus places available as at January 2018.

Year	R	1	2	3	4	5	6
Surplus at Census date	165	79	117	75	59	53	34
Planned surplus	60	60	60	60	60	60	60
Surplus Places	105	19	57	15	-1	-7	-26

- 5.11 **In-year growth:** On average there is a net increase of over 25 pupils into every primary year group during each curriculum year. This means that Slough needs to plan for growth of 5 classes as pupils progress upwards from Reception to Year 6. If this trend was to continue then having 7 surplus classes in Reception, 2 for planned surplus plus 5 for in-year growth, would be ideal. This level of surplus however can cause financial difficulties at some schools as it is often the case that large surpluses will be concentrated at a handful of schools rather than spread across the estate.
- 5.12 The latest school census data has shown a very different picture for the last 12 months. In-year growth has changed to an in-year reduction for the first time. On average each primary year group reduced by 13 pupils between January 2017 and January 2018. If this pattern were to continue in future years then it would remove the need to plan for any growth between Reception and Year 6.
- 5.13 Due to the pressure on places in other primary year groups a number of bulge classes have been planned. The current in-year reduction in demand may mean that these classes will have delayed openings or may not be required. Given the long lead-in time for building or installing new classrooms and the uncertainty around future trends it is prudent to continue with current plans with the risk that these classes may not ultimately be required.

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2017/18		Grove Academy	Grove Academy	Grove Academy		Priory School	+2s
2018/19						Priory School	+2s
2019/20				Marish Primary		Marish Primary	+2s
2020/21						Marish Primary	+2s
2021/22						Grove Academy	

Open or agreed

Under discussion

- 5.14 The School Places Project Board continues to explore possible further bulge class options should the anticipated reduction in demand not arise.

Secondary Places

- 5.15 The rapid expansion seen in the primary sector since 2007 has been impacting on secondary schools since 2012. Since then 4 secondary free schools have opened in Slough providing 22 new forms of entry once Grove Academy opens all its classes. Slough is expanding 2 existing secondary schools adding 4.5 forms of entry plus 3 grammar schools are increasing their admission numbers adding 3 forms of entry. Forecasts suggest that 2 further forms of entry will be required before the demand peaks in 2022-23 and 2023-24 then dips for 3 years reflecting the latest birth data.
- 5.16 Forecasting Year 7 demand is not straightforward due to the effect of grammar schools and cross border movement. Also demand for places is affected by parental preference which can change each year. Note that unlike the primary sector there has always been an in-year reduction in secondary year groups, this reduction however has accelerated over the last 2 years.
- 5.17 The table below shows a long term view of the demand for secondary school places. Looking this far ahead means secondary forecasts are dependent on in-year growth factors which as discussed above seem to be changing. The forecasts below are based on a weighted 3 year average which means that data from the last 3 years is averaged but extra weight is to given more recent years.

Year	Forms of Entry (FE) available	FE required	Projected Surplus	Assumptions:
2016-17	69.5+1	69.9	0.6	Schools continue to admit above PAN increasing the FE available in future years by 2 classes
2017-18	77.8+2	75.5	4.3	Lynch Hill increases PAN to 180, + 3FE Grove Academy opens with + 4FE Langley Grammar expansion + 1FE Slough Grammar expansion + 1FE St Joseph's does not admit over PAN for future years - 1FE
2018-19	82+2	80.8	3.2	Westgate + 2FE Wexham + 2.5FE
2019-20	84+2	83.7	2.3	Grove Academy + 2FE St Bernard's expansion by 1FE – no net impact assumed
2020-21	84+2	86.0	0	
2021-22	84+2	86.5	-0.5	Slough schools full but some surplus out of borough- bulge provision may be required
2022-23	84+2	87.6	-1.6	
2023-24	84+2	87.8	-1.8	
2024-25	84+2	85.2	0.8	
2025-26	84+2	83.2	2.8	
2026-27	84+2	82.2	3.8	

- 5.18 Forecasts suggest that supply and demand reach equilibrium in 2020-21 assuming all current projects complete as expected and assuming that schools continue to admit 2 classes above their collective total Planned Admission Number.

5.19 In the longer term we predict a small shortfall of places by 2021. One option would be create new bulge classes to deal with this short term pressure although this would not be necessary if more pupils opt to choose schools outside the borough.

5.20 Grove Academy: The new free school is ranked as a Gold Project by the council due to its strategic importance and the value of the scheme. Slough is contributing £5m towards the site assembly for the school but the total value of the project is likely to exceed £40m, with the Education and Skills Funding Agency (ESFA) funding the remainder of the cost. A separate Project Board has been established to ensure the successfully delivery of the project.

Early Years Provision

5.21 Members were provided with a full update on the Early Years sector at a Cabinet meeting in February 2018. In summary, government changes and demographic pressure will require the following expansions:

- 1,520 total number of early years places required between 2017-22
- 280 places required for 2 year olds
- 814 places required for 3 & 4 year olds
- 445 places required for under 5 year olds for childcare purposes.

Special Education Needs and Disability (SEND) and Pupil Referral Unit (PRU) Places

5.22 Slough's strategy for delivering High Needs education is based on a mixed-economy model that allows for all but the most specialist needs to be catered for within Slough facilities. In March 2017 Slough agreed a large SEND and PRU expansion programme and work continues to complete these projects by 2020.

Type of Places	Project	Additional Places	Re-provided Places
Pupil Referral Unit Places	Thomas Grey refurbishment for Haybrook College	20	20
	Haybrook College annex	40	0
Resource Base Places	Priory SEND unit	10	50
	Marish SEND unit	27	18
	Grove Academy SEND unit	15	0
Special School Places	Arbour Vale annex	up to 90	0
	Haybrook College extension	10	0
Total capital cost		212	88

5.23 Forecasting future SEND and PRU demand is primarily based on the assumption that the current proportion of the population requiring such places will remain constant. A more detailed analysis of past patterns and trends is underway to further refine the forecasting work that has been carried out over the last few years. This work will also finalise the number of places required at Arbour Vale School.

Financial Planning

- 5.24 Slough's main source of funding for creating new school places has been Basic Need grant, an allocation for which the council bids annually on the basis of forecast need. Slough's allocations are based on the shortfall of statutory age places only (Reception to Year 11) and excludes nursery, post-16 and SEND places all of which need to be funded by the LA. The LA also needs to fund any shortfall in funding if projects cost more per place than the funding received.
- 5.25 In recent years, the Basic Need grant has reduced dramatically. In the period from 2013-17, the Council received £30m of Basic Need Funding, however in the period from 2017-20, the funding allocation was only £3.8m.
- 5.26 Appendix A summarises the full draft capital programme for school projects including contingency sums. Assuming that the Council will fund all the new school places required to 2023 and no new income is received, the projected **deficit** at the end of the 5-year period of the current capital programme is expected to be in the region of £39m.

6 Comments of other Committees

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

7 Conclusion

- 7.1 This report updates Panel Members on the current pupil forecasts and projects being delivered to provide the capacity needed by Slough in the medium and long term. Slough appears to be experiencing further demographic change with falling primary rolls for the first time in a generation creating new challenges. Slough's strategy is to take a flexible approach with a series of projects that can be brought forward or delayed in response to changing demographics.

8. Appendices

'A' - Draft Education Capital Programme 2017-23

9. Background Papers

None

Appendix A

School Places Capital Programme 2017-23 DRAFT (000s)

Denotes contingency sums totalling £16,510

		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Primary Expansion Programme	Expansion of existing schools incl. Cipp Primary	£987	£2,105	£0			
	Claycots Town Hall, St Mary's and James Elliman	£10,880	£380				
	Contingency classes	£0	£750	£600	£250		
Secondary Expansion Programme	Free School contributions incl. Grove Academy (£10.7m)	£1,527	£9,619	£200			
	Westgate and Wexham	£9,500	£9,300	£400			
	Langley Grammar		£1,700	£1,800			
	2 forms of entry		£0	£0	£8,000	£0	£0
Additional Needs (SEN) Expansion Programme	Resource units including at free schools	£2,881	£3,558	£332	£250	£250	£250
	Haybrook expansion projects	£480	£4,750	£0			
	Littledown expansion into Milan Centre	£150	£950	£0			
	Arbour Vale expansion	£250	£4,574	£3,400			
	Contingency funding for Haybrook and Arbour Vale Projects	£0	£0	£4,800	£0	£0	£0
Other projects	DDA	£10	£50	£50			
	Modernisation Programme	£550	£500	£300			
	Early Years	£356	£250	£250	£250	£250	£250
Expenditure Totals		£27,571	£38,486	£12,132	£8,750	£500	£500

carry forward (Basic Need, s106 + Mod)	£37,220	£10,836	-£23,342	-£32,598	-£40,348	-£39,848
section 106 (prov sum)	£268	£1,000	£1,000	£1,000	£1,000	£1,000
Basic Need + SEN + Mod	£919	£3,308	£1,876	tbc	tbc	tbc

Balance	£10,836	-£23,342	-£32,598	-£40,348	-£39,848	-£39,348
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By the end of the 5 year programme there is a projected shortfall of £39.3M, this assumes Slough funds all the new places required with no new income except £1M for section 106 developer contributions. In reality some new income will be received to reduce this shortfall, including:

- new allocations of Basic Need grant for the 3 years from 2020-21 to 2022-23
- new free schools may come forward; a new secondary free school would remove £8M from the capital programme reducing the overall deficit to £31.3M (although a site would be required)
- section 106 developer contributions may be higher than the assumed £1M per year.

Note that £5.7m will be received from the ESFA towards the Grove Academy site acquisition costs shown above.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 18th April 2018

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

Report produced by Vikram Hansrani (Head of Service,
Special Educational Needs and Disabilities (SEND)),
Slough Borough Council

WARD(S): All

PART I
FOR COMMENT & CONSIDERATION

SPECIAL EDUCATIONAL NEEDS AND DISABILITY UPDATE

1. Purpose of Report

To provide members with an update of the work undertaken by the Special Educational Needs and Disability (SEND) service since transferring back to Slough Borough Council in October 2017.

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:

- Protecting vulnerable children
- Improving mental health and wellbeing

3b. Five Year Plan Outcomes

This report refers to priority outcome 1

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

4. **Other Implications**

(a) **Financial**

There are no financial implications to the proposals in 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.

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	
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.

5. **Supporting Information**

Introduction

5.1 The SEND service transferred back to Slough Borough Council from Slough Children's Service's Trust on the 1st October 2017. Since this time, the service has been working on accelerating the delivery of the SEND reforms, which came into place in 2014 (The Children and Families Act 2014).

5.2 Key changes to the legislation include:

- Extending the statutory age range of those with SEND in education to 0-25
- Including children, young people and parents in decision making
- A stronger focus on high aspirations and improving outcome for children and young people

- Joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- 5.3 The definition of SEND provision is educational or training provision that is additional to or different from that made generally for others of the same age, i.e provision that goes beyond differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.
- 5.4 There are four broad areas of need outlined in the Code of Practice 2015, which is based on Part 3 of The Children and Families Act 2014. The broad areas of need are:
1. Communication and interaction
 2. Cognition and Learning
 3. Social, emotional and mental health
 4. Physical and/or physical needs
- 5.5 National statistics show that up to 20% (14.4% in 2017) of all children/ young people have some level of SEND. Most children/young people with SEND attend a mainstream school and are supported by resources, which form part of the school's core budget.
- 5.6 Since 2014, 'School Action' or 'School Action Plus' was replaced with 'SEN Support', which is additional notional funding to support children/young people with additional needs.
- 5.7 Based on 2017 School Census data , there were just over 30,000 children/young people in Slough with slightly over 3,000 (10%) receiving SEN support compared to 14% nationally.
- 5.8 Nationally, 2.8% of all children/ young people will have a level of SEND that requires a statutory assessment of their needs and a legally-binding document to ensure provision to meet those needs. This document was previously called a Statement of Special Educational Needs, however from 2014 the Government introduced Education, Health and Care Plans (EHCP) to replace Statements.
- 5.9 As of March 2018 there are approximately 1,400 pupils in Slough that have an Education, Health and Care Plan/Statement, which equates to roughly 4.6% of the school population. These children and young people will attend either a specialist provision, resource base provision or mainstream provision of education, usually based in Slough or close to their residence, based on their individual needs. Approximately 3% of those children and young people with EHCPs access independent provision 'out of borough'. This is typically based on the complex nature of their needs or if they are Children Looked After.

5.10 The table below explains the funding that is provided via the High Needs Block (HNB) of the Dedicated Schools Grant (DSG) for a pupil with a Statement/ EHCP.

Funding	£
Element 1 (AWPU) – all pupils	Approximately £4,000 per pupil
Element 2 – SEN Support	Notional £6,000 funding to support additional needs
Element 3 – Top up funding for pupils with Statements/EHCPs	Based on individual need

Providers will receive element three ‘top up’ funding to support children/young people with a Statement or EHCP. This funding is based on the pupil’s needs and is calculated using a banding mechanism.

** Independent providers do not receive Element 1 or 2.*

Conversions of Statements of Special Educational Need to Education, Health and Care Plans (EHCP)

5.11 The deadline for the conversions of Statements to EHCPs was the 31st March 2018. Conversions should take 20 weeks to complete to allow for meetings with children/ young people and parents, professional reports to be completed and consultations to be sent to education providers.

5.12 In August 2017, there were over 650 outstanding conversions to be completed in Slough. Since then, the SEND service has worked closely with colleagues within healthcare and social services, educational providers, parents/carers and children and young people to finalised EHCPs. The SEND service has ensured that that this process has been a person-centred, multi-agency process and not solely a paper-based activity.

5.13 As of the beginning of April 2018, there are 98 remaining Statements of Special Educational Needs left to convert. The process for conversion has started on all outstanding conversions and there is an expectation that 20% of outstanding conversions will be completed by the end of April, with the remainder being completed by the end of June 2018.

5.14 Correspondence has been issued to all parents/carers or young people who are yet to receive a final EHCP, informing them that there will be no changes to their current provision and informing them of when they should expect to receive their final EHCP to alleviate any concerns that they may have.

Governance and accountability

5.15 Since May 2017 there has been significant work put in place to address improving the governance structures around the SEND service. This has included; increasing the membership of panel members on the SEND panel; finalising the SEND Strategy and the creation of a HNB sub-group that reports to Schools Forum and the SEND Strategic Partnership Group.

5.16 The SEND panel meets weekly to discuss requests for EHC Needs Assessments, changes in banding and changes in provision. The panel also discuss requests for Early Years Inclusion Funding (EYIF) for those children with additional needs within the Early Years sector. Information on each pupil is collated and disseminated to panel members a week in advance. Since September 2017 there

has been a significant increase in wider panel members to help assist with the decision making process and ensure transparency. Panel members now include; primary school representation; secondary schools representation; Educational Psychologists (EPs); SENCos and Early Years representation. This has allowed for further scrutiny and accountability in regards to panel decisions and has helped to improve schools' understanding of the decision making process.

5.17 The SEND Strategic Partnership Board was initiated December 2017 as a platform to:

- Evaluate outcomes and provision for children and young people with SEND
- Ensure SEND priorities are identified and represented in the Slough SEND Strategy
- Monitor the progress on actions within the SEND service plan and OFSTED inspection preparation
- Receive reports and updated action plans from work streams
- Highlight and celebrate good practice

5.18 The SEND Strategic Partnership Board is chaired by the Director of Children, Learning and Skills (DCS) and has membership from; officers within the local authority; Berkshire Healthcare Foundation Trust (BHFT), Clinical Commissioning Group (CCG); School Head Teachers; voluntary groups and parent/carer representatives.

5.19 The SEND Strategy 2016-2020 had been in draft for two years, however this was finalised after the first SEND Strategic Partnership Board Meeting in December 2017. It was acknowledged that aspects of the strategy would be refreshed within the coming months to ensure that the document reflected the on-going changes that are currently taking place within the service.

Staffing

5.20 After a significant period without an established permanent structure in place, the SEND Service is close to full permanent establishment with only one post for SEND commissioner currently vacant. The SEND service comprises of one Head of Service, one SEND Team Manager, one Senior SEND Officer and nine SEND Officers.

5.21 The DfE SEND implementation grant has been utilised to employ interim staff to support with the conversion of Statements to EHCPs. This grant is on-going for 2018-19 and further agency staff will be employed to continue to support the SEND reforms.

OFSTED Local Area SEND Inspection

5.22 In May 2016, OFSTED and the Care Quality Commission (CQC) launched a new framework for the joint inspection of the implementation of SEND reforms within local areas. The framework inspects the effectiveness of all organisations including the local authority and the Clinical Commissioning Group (CCG) in implementing the SEND reforms since September 2014. All local areas will be inspected by April 2021.

5.23 The inspection of the local area will cover and report on the following key aspects in arriving at a judgement about the effectiveness of the local area:

- The effectiveness of the local area in identifying children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in assessing and meeting the needs of children and young people who have special educational needs and/or disabilities
- The effectiveness of the local area in improving outcomes for children and young people who have special educational needs and/or disabilities.

5.24 Prior to inspection, the local authority and CCG will receive one week's notice of inspection and will be given further information about the week ahead in regards to schools that will be visited and OFSTED and CQC's lines of enquiry.

5.25 It is important to note that Local Area inspection is not graded, however all the DCS and Chief Executive of the CCG will receive a report of the findings which is published on the Ofsted website. Those local areas who are deemed to have significant areas of weakness be required to produced a joint local authority and CCG written statement of action.

Period	Number of LAs inspected	Number of WSOA
Summer 2016	8	0
Autumn 2016	12	5
Spring 2017	10	4
September – December 2017	8	5

5.26 In September 2017 a SEND OFSTED inspection working group was established that consisted of officers within the Local Authority, healthcare, social care and parent/carers.

5.27 Since September 2017, the Self-evaluation Form (SEF) and a Quality Improvement Action Plan (QIP) has been developed. Members of this working group initially met fortnightly to develop and populate both documents, whilst ensuring that pertinent information was evidenced. As both documents are now being populated routinely, meetings have transitioned to monthly occurrences. OFSTED inspection briefing notices have been issued to all schools within Slough to ensure that schools are prepared for the inspection.

Parents / Carers

5.28 Parent Carer Forums are representative local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor meet the needs of children and families.

5.29 Slough has a strong and prominent parent carer form called Special Voices. Special Voices is a group of parents/carers of children and young people with special/additional needs. Special Voices are all volunteers working in partnership with voluntary and statutory organisations. The main aim of Special Voices is to raise awareness about the rights and needs of children/young people with special needs and to ensure that they and their families are consulted and involved in any decisions made during planning or developing services for them.

5.30 Slough SEND Service, acknowledge the importance of Special Voices and thus the service works very close with them on both strategic and operational issues. Special Voices sit on the SEND Strategic Partnership Board, Local Offer steering group and have also attended SEND panel as observers. Any changes to documents that are used by parents/carers are consulted on via Special Voices.

SENCo Support to Schools

5.31 It has been acknowledged that a lack of local authority support for schools during the period of the SEND reforms has resulted in poor practice in some schools and a lack of understanding of statutory duties within some educational provisions.

5.32 In January 2018, a SENCO School Effectiveness Officer was confirmed in post. This post was created to support, up-skill and develop SENCOs at schools and to develop a SENCo network forum for all Slough Schools.

5.33 Although this post is relatively new, feedback from SENCOs within schools has been very positive. This member of staff will be responsible for developing a SENCo forum within Slough, which will provide thematic training and development opportunities. The role of the SENCO Effectiveness Officer is to also support school SENCOs in providing the appropriate information that will be considered at SEND panel for their students.

5.34 There is an expectation that that the development opportunities that are offered to schools will further help to promote the notion of inclusion within all settings in Slough.

Current Working Groups – Developments (Banding, Resource Bases)

5.35 There are currently two important working groups that are taking place to develop the SEND offer within Slough attributed to banding (individual top-up funding for schools) and Resource Bases (discrete specialist provision within mainstream settings).

5.36 The Banding working group endeavours to develop a transparent, top-up banding structure which meets the needs of children and young people with SEND within Slough, based on areas of identified need in the Code of Practice. The Banding working group has participation from a number of Head Teachers and Business Managers within Slough schools.

5.37 The Resource Base working group endeavours to ensure that the Local Authority utilises and commissions existing Resource Bases to ensure best outcomes for all SEND children and young people. The working group also endeavours to ensure that Resource Base provision promotes inclusion and promotes access to learning in mainstream settings for SEND children and young people.

Resource Bases within Slough:

#	School Name	Type
1	Baylis Court Nursery	Early Years Setting
2	Chalvey Nursery School	Early Years Setting
3	Slough Centre Nursery	Early Years Setting
4	Priory School	Primary
5	Colnbrook CofE Primary	Primary
6	Foxborough Primary	Primary
7	Godolphin Infant School	Primary
8	Godolphin Junior School	Primary
9	St Ethelbert's School	Primary
10	Marish Primary School	Primary
11	Castleview School	Primary
12	Ryvers School	Primary
13	Westgate School	Secondary
14	Langley Academy	Secondary
15	Slough and Eton School	Secondary
16	Ditton Park Academy	Secondary
17	Wexham School	Secondary

5.38 There is an expectation that both working groups will conclude by the end of the calendar year, in readiness for a new banding system to be in place for April 2019 and new Resource Base admissions criteria for September 2019.

Local offer

5.39 As part of the SEND reforms, local authorities are required to publish an online SEND 'Local Offer' which sets out all of the available services, information, advice and facilities available to children and young people with SEND across education, health and social care. This information should be pertinent for both pupils with and without an EHCP.

5.40 The local offer must include the local authority's area and provision outside the local area that the local authority expects is likely to be used by children and young people with SEND for whom it is responsible.

5.41 The local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and service providers in its development and review

5.42 Slough's Local Offer has been subject to a £22,000 revision and was re-launched at an event on the 23rd November where 300 people attended. The Local Offer was re-launched during the annual 'Special Voices' exhibition and conference, an event that is run by Slough's parent/carer forum.

5.43 The Local Offer can be accessed using the link below:

<https://www.sloughfamilyservices.org.uk/kb5/sloughcst/directory/localoffer.page>

5.44 The new Local Offer has been used by both parent/carers and sampled by the Department for Education (DfE). The DfE mentioned that the new site was easier to navigate and that the information was clearer. Parent/carer feedback has been intrinsic to the development of the site and thus there is parent/carer representation within the Local Offer steering group to ensure that feedback is listened to.

6. **Comments of other Committees**

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

7. **Conclusion**

The SEND Service within Slough Borough Council is currently on a rapid journey to accelerate the delivery of the SEND reforms of 2014, whilst ensuring that the great level of change does not adversely affect children and young people with SEND. The transfer back from Slough Children's Services Trust to Slough Borough Council in October 2017 has helped to mitigate a number of historical issues. Although there is still considerable work to do, the service is now on track to provide the best possible outcomes for children and young people with SEND in Slough.

8. **Appendices Attached**

'A'	-	National Statistics for SEND
'B'	-	Conversion data
'C'	-	SEND Organisational Structure
'D'	-	SEND working groups – overview

9. **Background Papers**

1. Slough SEND Strategy (on request)
2. Slough SEND Strategic Partnership Board Terms of Reference (on request)
3. Banding Task + Finish Group Terms of Reference (on request)
4. Resource Base Task + Finish Group Terms of Reference (on request)

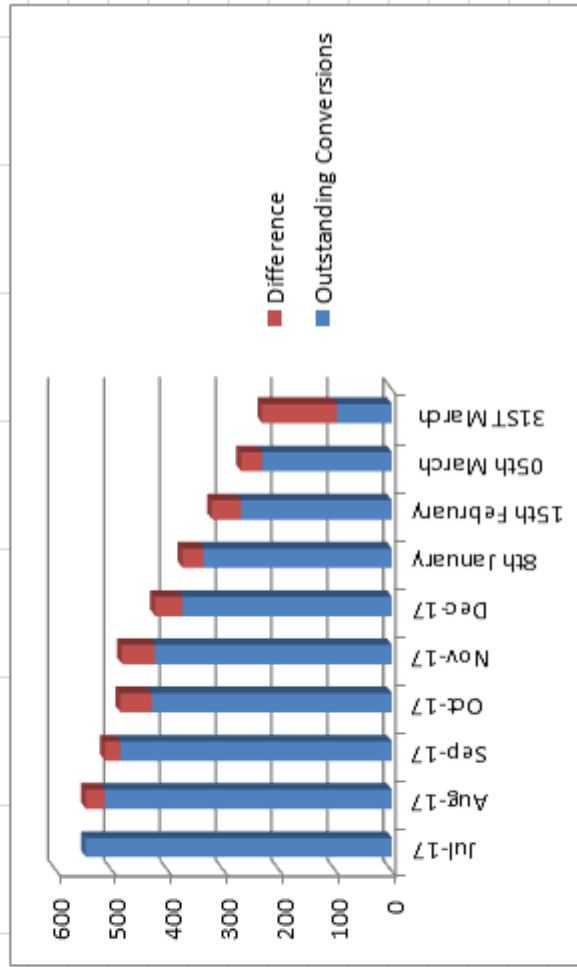
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Appendix A – National SEND Data

	2014	2015	2016	2017
ALL SCHOOLS (National)				
Pupils on roll	8,331,385	8,438,145	8,559,540	8,669,080
Pupils with SEN	1,492,950	1,301,445	1,228,785	1,244,255
Incidence (%)	17.9	15.4	14.4	14.4
Pupils with statements or EHC plans	232,190	236,165	236,805	242,185
Incidence (%)	2.8	2.8	2.8	2.8
Pupils with SEN without statements or EHC plans	1,260,760	1,065,280	991,980	1,002,070
Incidence (%)	15.1	12.6	11.6	11.6

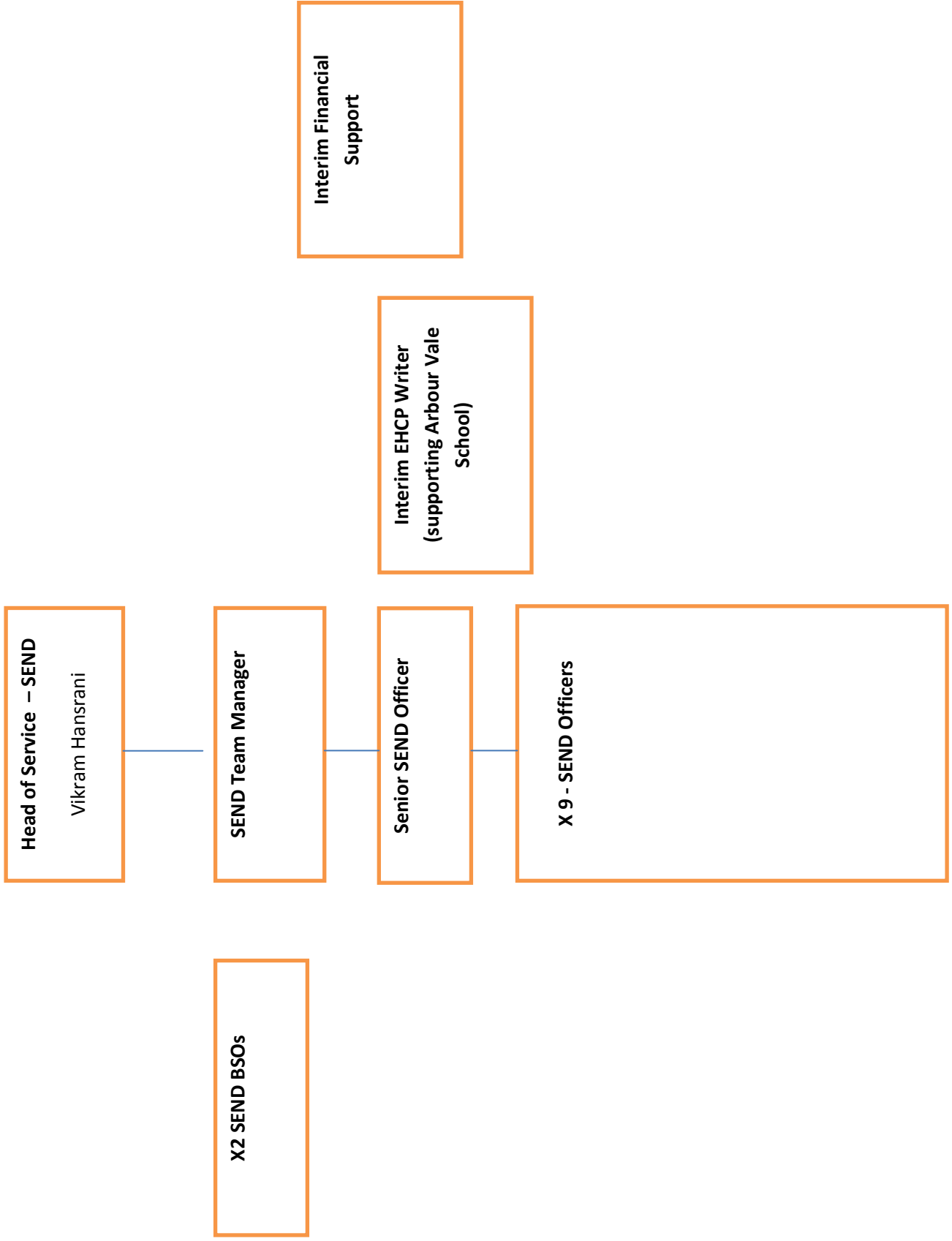
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Month reported to DfE	Outstanding Conversions	Difference
Jul-17	548	
Aug-17	514	34
Sep-17	486	28
Oct-17	430	56
Nov-17	424	59
Dec-17	375	49
8th January	337	38
15th February	270	52
05th March	232	38
31ST March	98	134

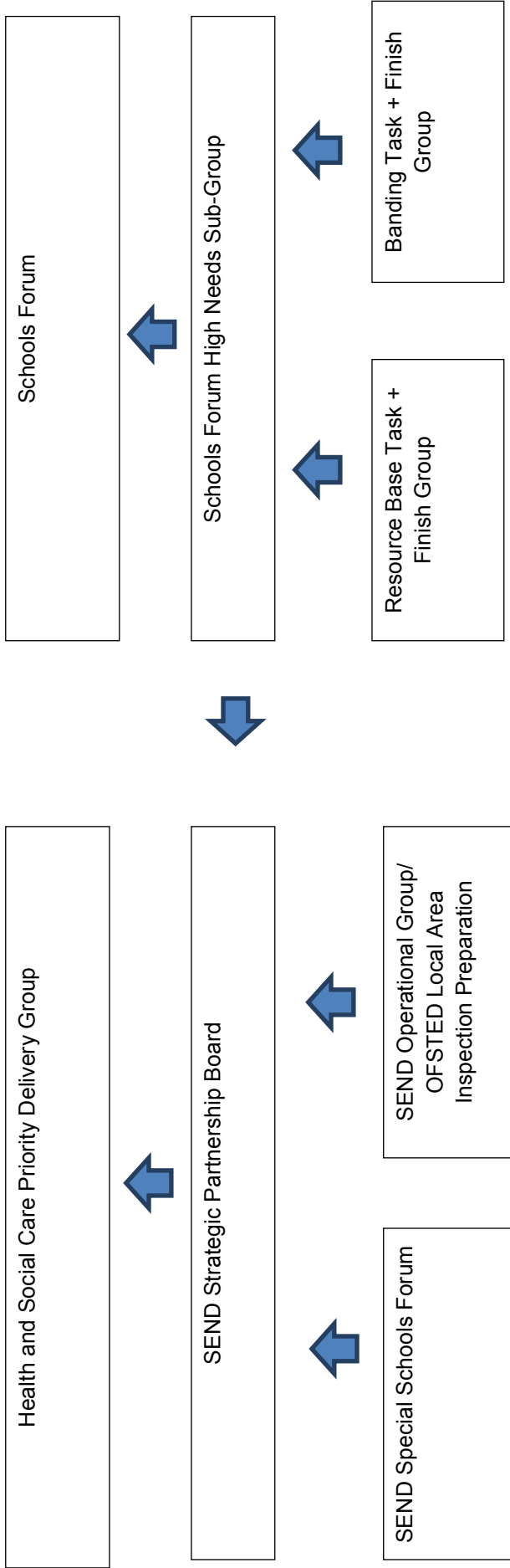


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SEND Organisational Structure Chart



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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	P		
Carter	P	P					
Chahal	P	P	P*	P*	P*		
Chohan	P	Ap	P	P*	P		
Arvind Dhaliwal			Ab	Ap	Ap		
N Holledge	P	Ap	P	P	Ap		
Kelly	P	Ap	Ap	P	P		
Matloob			P*	P	P		
Pantelic	P	Ab					
Qaseem	Ab	P	P	P	P*		
Sharif			P	Ab	P*		

P = Present for whole meeting
 Ap = Apologies given

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

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