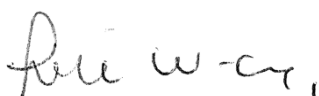


Date of issue: Wednesday, 8th July 2020

MEETING	EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL (Councillors Basra (Chair), Kelly (Vice-Chair), A Cheema, Ajaib, Begum, N Holledge, Qaseem, A Sandhu. Vacancy - Councillor Sarfraz on maternity leave) <u>Education Voting Co-opted Members</u> Vacancy <u>Education Non-Voting Co-opted Members</u> Paul Kassapian – Secondary School Representative Fifi El Sayed – Slough Youth Parliament
DATE AND TIME:	THURSDAY, 16TH JULY, 2020 AT 6.30 PM
VENUE:	VIRTUAL MEETING
DEMOCRATIC SERVICES OFFICER: (for all enquiries)	SHABANA KAUSER 07821 811259

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.



JOSIE WRAGG
Chief Executive

AGENDA

PART I

AGENDA
ITEM

REPORT TITLE

PAGE

WARD

APOLOGIES FOR ABSENCE

<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
CONSTITUTIONAL MATTERS			
1.	Appointment of Chair 2020/21 To ratify the appointment of Councillor Basra as Chair of the Panel for the 2020/21 municipal year.	-	-
2.	Appointment of Vice-Chair 2020/21 To ratify the appointment of Councillor Kelly as Vice-Chair of the Panel for the 2020/21 municipal year.	-	-
3.	Declarations of Interest <i>All Members who believe they have a Disclosable Pecuniary or other 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.</i>	-	-
4.	Minutes of the Meeting held on 11th March 2020	1 - 6	-
SCRUTINY ISSUES			
5.	Member Questions <i>(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).</i>	-	-
6.	School Standards Report	7 - 42	All
7.	COVID-19 Impact on Early Years Service	43 - 62	All
8.	COVID-19 Impact on Slough Children's Services Trust	To Follow	All
ITEMS FOR INFORMATION			
9.	Forward Work Programme 2020/21	63 - 66	All
10.	Date of Next Meeting - 21st October 2020	-	-

Press and Public

This meeting will be held remotely in accordance with the Local Authorities and Police and Crime Panels (Coronavirus) (Flexibility of Local Authority and Police and Crime Panel Meetings) (England and Wales) Regulations 2020. Part I of this meeting will be live streamed as required by the regulations. The press and public can access the meeting from the following link (by selecting the meeting you wish to view):

<http://www.slough.gov.uk/moderngov/mgCalendarMonthView.aspx?GL=1&bcr=1>

Please note that the meeting may be recorded. By participating in the meeting by audio and/or video you are giving consent to being recorded and acknowledge that the recording will be in the public domain.

The press and public will not be able to view any matters considered during Part II of the agenda.

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Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 11th March, 2020.

Present:- Councillors Basra (Chair), Ajaib, Begum, Qaseem and A Sandhu

Apologies for Absence:- Councillor Kelly, Sarfraz and Co-optee Paul Kassapian

PART 1

37. Declarations of Interest

Councillor Basra declared that she was a director of First Impressions Consultants Limited, which involved working with a number of organisations in the education sector. There were no conflicts with any items on the agenda and therefore remained in the room through out the meeting.

38. Minutes of the Meeting held on 6th February 2020

Resolved – That the minutes of the meeting held on 11 March 2020 be approved as a correct record.

39. Member Questions

The response regarding the Council's apprenticeship programme specifically providing opportunities for youth offenders had been received. Further information had been provided to Panel members by email.

In relation to the Child Poverty (Information report only), the Panel agreed for the report be circulated by email for information.

Resolved – That the Child Poverty report be circulated to Panel members for information only.

40. Parenting in Slough - A Multi-agency Strategy

The Service Lead, Early Years and Prevention Service and the Strategic Parenting Officer introduced a report on Parenting in Slough – Multi-agency Strategy.

Members were informed about developmental work being undertaken to develop a multi-agency parenting strategy in Slough, including children and young people. This work drew on health and social care data and its key partners including both commissioners and providers of services across the borough, i.e. organisations that commission and deliver services for children and young people and families.

The Panel was provided with a presentation outlining three phases of the developmental process:

Education and Children's Services Scrutiny Panel - 11.03.20

A Parenting Task and Finish Group was set up at Phase one to look at evidence such as Training the Trainer and parents were consulted to understand capabilities and how they matched the needs of the community. Wider procurement was engaged to develop evidence-based progression. Responsibility for the strategy and related action plans would rest on a wide range of partners, both internal and external to Slough Borough Council. The Parenting Strategy Task & Finish Group members would be responsible for monitoring progress against the action plan and measuring the outcomes of the strategy.

The Panel was informed that the Positive Parenting Programme (Triple P), commissioned by the Commissioning Group, would be incorporated into Slough's Parenting Offer as part of the strategy to deliver targeted outcomes. The programme would be universal in undertaking work to increase parenting capability as well as dealing with gang violence (which would be achieved through the procurement process).

The Council had invested in workforce development opportunities through the commissioning of a range of evidence-based Training the Trainer parenting programmes and the delivery of cross-skills competency based training. It was noted that by the end of March 2020, a team of officers would be in place to deliver the training into the future.

Screening would be critical to enlist the right people for the twelve-week training programme and participants would be required to commit to co-delivering a minimum of two programmes if funded by the Council.

Phase two involved the development of referral pathways and processes for parents/carers, ensuring timely and appropriate access to support. Service delivery would utilise the skills and expertise of practitioners across services to match delivery with individual need and expertise.

Members were referred to Slough's Parenting Offer (Appendix 5) which outlines the multi-agency strategy from zero to the comprehensive offer. From April onwards, the commissioning processes would enable assessment of programmes to be held centrally to aid evaluation and future commissioning plans and to ensure that the best outcomes for young people and parents continued.

Phase three, the offer stage; antenatal/postnatal support could now be accessed universally by Slough residents as well as through targeted support. A directory had also been produced and included on-line resources which were available to all Slough residents and could be accessed via the Council's website.

The Panel raised a number of issues during discussion which can be summarised as follows:

- Members welcomed the strategy and asked how the offer compared to similar offers nationally. The officer advised that the Multi-agency

Education and Children's Services Scrutiny Panel - 11.03.20

Parenting Strategy had been developed as Slough did not have a strategy and local authorities were required to have an offer in place. The offer was evidence-based and was therefore on par with the statistical and regional neighbouring authorities.

- Members asked whether schools had been involved in the process. The officer confirmed that members of the Youth Offending Team (YOT) which provided a range of services and other key stake holders had formed part of the data collection and engagement process. The document was a live document and provided an online-resource which would be updated as more partners became involved and more training was undertaken, so that more resources could be added.
- Members asked whether the document would be reviewed annually. The officer affirmed that it would be reviewed annually and regularly as it was a Multi-agency Strategy, continuing to work with a range of different partners. Once partners had made a commitment, they would be bound by a service level agreement.
- Members asked whether Ward Councillors had also been involved in the process. The officer confirmed that Ward Councillors had been involved as ambassadors and as parent champions who would direct residents to the strategy showing them how they could access the offer. The key aim was for all residents to be aware of and be able to easily access the document.
- Member asked which area of the borough the 671 families, (since April 2015) meeting the Strengthening Families criteria, had been located. The officer advised that there were particular hot spots for particular issues which could be pin-pointed to ensure that the area was targeted for preventative measures.
- Members acknowledged the focus on early help and prevention and asked how it would be monitored and evaluated and in what timescale. The officer advised that the programme would be evidence-based and assigned with an evaluation tool kit. Screening abilities at the start of the programme (using Triple P), checks would be made mid-way to establish the stage they were at and to evaluate impact at the end of the programme. The Panel was assured that the programme would deliver significant impact at the end for children.
- Members asked how many of the sessions in the 12 week training were for parent champions. The officer advised that once staff had been trained (if funded by the Council) they would be bound by a

Education and Children's Services Scrutiny Panel - 11.03.20

service level agreement to co-deliver a minimum of 2 programmes. Twenty four practitioners from the first cohort would be expected to co-deliver 12 programmes and so on. Trainers would be champions as well as those in the focus group and further training would be provided if required.

- A member asked how the work was done with families. The officer advised that this was done through interactive workshops which involved the children and their parents, as it was a family focussed intervention.
- A member asked about the age group of children and they impacted on the programme. The officer advised that a strategic approach would be taken through the referral process. Programmes were themed i.e. children, young people, to provide a tailored offer in order to meet the needs of specific groups. This would lead to better outcome impacts for parents and children. The ambition was to build a workforce and manageable programme to develop and ensure a continual cycle. The training programme could therefore be viewed as an additional support tool.

The Panel noted that in the data provided, 61% of parents had described parenting as very difficult and one in five had difficulty in accessing parenting help. The officer stressed that the parenting programme alone would not necessarily ensure a final resolution to parents requiring help, as other issues would also need to be considered. Members noted that the aim of the strategy was to bring support under one umbrella to impact on the whole intervention process.

It was also noted that the Parenting Strategy would be launched with partners, Councillors and key stakeholders in April 2020.

The Chair thanked the Service Lead, Early Years and Prevention Service and the Strategic Parenting Officers for the report and presentation.

Resolved- That the Parenting in Slough - A Multi-agency Strategy report be noted.

41. Forward Work Programme

Members reviewed the Panel's work programme for the remainder of the 2019/20 municipal year.

The following amendments and additions were agreed:

- Annual education standards report

Education and Children's Services Scrutiny Panel - 11.03.20

- Slough Children's Services Trust Annual report, to be incorporated with Progress made since Ofsted ILACS inspection report
- School leavers' readiness for work and higher education (questions to be provided by Panel members).

Resolved – That the work programme be agreed, subject to the amendments above.

42. Members' Attendance Record 2019/20

Resolved – That the Members' Attendance Record be noted.

43. Date of Next Meeting - 15th April 2020

The date of the next meeting was confirmed as 15 April 2020.

Chair

(Note: The Meeting opened at 6.31 pm and closed at 7.22 pm)

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children’s Services Scrutiny Panel

DATE: 16th July 2020

CONTACT OFFICER: Cate Duffy, Director of Children, Learning and Skills
 Johnny Kyriacou (Service Lead – Schools)
 Michael Jarret (Service Lead – Early Years & Prevention)

(For all Enquiries) (01753) 875751

WARD(S): All Wards

PART I
FOR COMMENT & CONSIDERATION

SCHOOL STANDARDS REPORT

1. Purpose of Report

To provide an overview of education outcomes in the LA at EYFS, KS2, KS4 and KS5 and look at patterns of achievement for schools and groups of pupils, in order to better inform strategic planning.

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

3.1. Slough Joint Wellbeing Strategy Priorities

The work of Slough schools supports the following priority:

- 2. Increasing life expectancy by focusing on inequalities

3.2. Five Year Plan Outcomes

This report refers to priority outcome 1 of the Five Year Plan

Slough children will grow up happy, healthy and successful

4. Other Implications

(a) Financial

School improvement functions have historically been funded by the Education Services Grant (ESG) from central government and the centrally retained Dedicated Schools

Grant (DSG). The ESG is no longer paid to the LA and changes to school funding regulations mean that it is no longer possible to centrally retain funding for school improvement from the DSG.

The Council receives a £50,000 grant from the government in order to carry out statutory duties for maintained schools only. In the 2018/19 financial year the council increased its internal funding for school improvement to maintain levels of support, but this is not sustainable and has subsequently been reduced.

Last year the LA introduced a partnership offer for additional services to schools with the aim of continuing to support the local school system. Approximately 65% of schools bought into the offer, contributing around £230,000 with the LA adding £250,000. All other schools still receive a core offer that includes annual conversations with an Autumn Term Visit (ATV). This year 100% of schools were involved in an Annual Conversation/ATV carried out by LA School Effectiveness Partners, which gives the LA strategic information on schools in order to facilitate school improvement.

The LA partnership Offer is being offered again for next academic year. It is hoped a similar number of schools will buy in, if not more.

(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 the local authority'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

5.1 Statutory Duties

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

5.2 School Effectiveness Strategy

The Slough School Effectiveness Strategy was updated in 2018/19 and implemented from September 2018. It was further refreshed to include details of the LA partnership offer in September 2019. It sets out the council’s approach to school improvement and effectiveness. The emphasis has been on schools identifying their own strengths and areas for development in order to contribute to the school system. The new format of school visits based on schools self-evaluation has been well received by the school community.

The national context and policy direction is for schools to be increasingly autonomous, responsible for their own improvement and free to make the decisions that they believe will enable them to secure the best outcomes for children and young people. The LA welcomes this autonomy, challenging schools to achieve high standards and working with schools in partnership, facilitating and brokering activity that supports school improvement. The LA does not offer direct school improvement services, but offers support via visits from local school effectiveness consultants and the facilitation of collaborative projects and networks. The LA also has a partnership offer that all schools are able to buy into for additional services.

5.3 The School Effectiveness Team

The School Effectiveness team consists of a small core group which includes permanent staff and a team of consultants.

- Service Lead – Schools
- Senior School Effectiveness Officer
- Education Safeguarding Officer

- Standards and Effectiveness Officer (SEND)
- Governance Officer
- Health and Well-Being Officer
- External consultant team

5.4 Type of School

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

Table 5a: Type of School (January 2020)

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

6. Summary of education outcomes in Slough 2018/19

- 65% of state funded schools (including nurseries) are academies or free schools.
- 75% of primary, secondary, special schools and PRUs combined are academies or free schools
- The proportion of good and outstanding schools in the Slough is 92% which is above the national average of 86%
- Standards in key measures are above national average in EYFSP, Key Stage 2 and Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage the LA ranks 33rd against all other local authorities for pupils achieving a good level of development which has increased by 7 places from 40th in 2018, 30 places from 63rd in 2017 and 50 places from 83rd in 2016.
- At KS2 the LA is ranked 30th against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which

has increased by 2 places from 32nd in 2018, 25 places from 55th in 2017 and 33 places from 63rd in 2016.

- At KS4 the LA is ranked 15th for progress 8 against all other local authorities, increasing by 2 places from 17th in 2018, decreasing by one place from 14th in 2017.
- At KS5 the LA is ranked 110th out of 152 LAs for average point score entry per A-Level, a decline of 34 places from 76th in 2018.
- Girls are outperforming boys' at all key stages 2 and 4 and the gap is slightly greater at KS4 than KS2.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and all other pupils are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, and the gap between disadvantaged and all other pupils is smaller than the national average.
- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations for low attainment continue to be gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

Outcomes are explored in greater detail in Appendix A 'Slough Local Authority School Outcomes Report 2019'

7. Comments of Other Committees

This information has not been to any other committees.

8. Conclusion

Outcomes in the LA continue to improve against national averages and the gap between most groups is generally smaller within the LA than compared against the national averages. There remain areas for improvement when looking at outcomes for specific cohorts of pupils and in particular the disadvantaged

The LA continues to play a key role as a facilitator and enabler of school to school support, bringing stakeholders together to lead and share effective practice. The LA holds an overview of standards and trends across schools and is therefore in a key position to be able to share this information to effective use. More information and the LA's role and partnerships can be seen in Appendix A section 2 and 3.

9. Appendices Attached

Appendix A – Slough Local Authority School Outcomes Report 2019

10. Background Papers

1. LA School Effectiveness Strategy 2019-20 (on request)
2. Slough Education Partnership Board terms of reference (on request)

3. Slough School Improvement Board terms of reference (on request)

11. Links

Results for all schools, multi-academy trusts and local authorities nationally can be found on the DfE Website <https://www.compare-school-performance.service.gov.uk>

SLOUGH LOCAL AUTHORITY OUTCOMES REPORT 2019

Appendix 1: Slough Local Authority School Outcomes Report 2019

1. Introduction

The purpose of this report is to provide an overview of outcomes in Slough local authority (LA) and to analyse patterns and trends over time where possible. The report covers EYFSP, Key Stage 2, Key Stage 4 and Key Stage 5, together with Ofsted outcomes in Slough schools

1.1 Executive Summary of education outcomes in Slough 2018/19

- 65% of state funded schools (including nurseries) are academies or free schools.
- 75% of primary, secondary, special schools and PRUs combined are academies or free schools
- The proportion of good and outstanding schools in the Slough is 92% which is above the national average of 86%
- Standards in key measures are above national average in EYFSP, Key Stage 2 and Key Stage 4.
- Standards at KS5 are below the national average at Post-16 for A-Level and for pupils attaining AAB in facilitating subjects.
- In the Early Years Foundation Stage the LA ranks 33rd against all other local authorities for pupils achieving a good level of development which has increased by 7 places from 40th in 2018, 30 places from 63rd in 2017 and 50 places from 83rd in 2016.
- At KS2 the LA is ranked 30th against all other local authorities for pupils achieving the expected standards in reading, writing and maths combined which has increased by 2 places from 32nd in 2018, 25 places from 55th in 2017 and 33 places from 63rd in 2016.
- At KS4 the LA is ranked 15th for progress 8 against all other local authorities, increasing by 2 places from 17th in 2018, decreasing by one place from 14th in 2017.
- At KS5 the LA is ranked 110th out of 152 LAs for average point score entry per A-Level, a decline of 34 places from 76th in 2018.
- Girls are outperforming boys' at all key stages 2 and 4 and the gap is slightly greater at KS4 than KS2.
- Outcomes for disadvantaged pupils are above the national average at KS2 and the gaps between disadvantaged and all other pupils are smaller than the national average. At KS4 outcomes for disadvantaged pupils are above the national average, and the gap between disadvantaged and all other pupils is smaller than the national average.

- White British pupils are the lowest performing ethnic group and the Indian group are the highest performing. However, the biggest correlations for low attainment continue to be gender, disadvantage and SEND; consequently boys who are disadvantaged and/or SEND are amongst the lowest performing groups.

2. Partnership Arrangements

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

- The **Slough Education Partnership Board (SEPB)**. This consists of a range of Headteachers from all phases and settings and council officers. It is chaired jointly by the Director of Children, Learning and Skills and a Headteacher on a rotation basis.
- The **Slough School Improvement Board (SSIB)**. This consists of Headteachers cross phase, the **Slough Teaching School Alliance (STSA)** and council officers. It is chaired by the Service Lead – Schools. The SSIB has an overview of all school improvement visits. It helps set local priorities and identify areas of strength in the system so schools can more readily and effectively support each other
- The LA works closely with STSA. The Local School Improvement Fund (LSIF) is overseen jointly through the STSA and the LA.
- The LA has regular meetings with the Regional Schools Commissioner (RSC) and the link HMI inspector for Slough.
- Annual Conversations through Autumn Term Visits (ATVs) are carried out by a School Effectiveness Partners (SEP) each year and offered to all schools and academies, funded by the LA.
- In 2019 the LA introduced a partnership offer for schools which provides various additional school improvement services such as additional consultancy time and enhanced access to the Education Safeguarding Officer. Contributions differ based on the size, cohort and phase of the school to reflect the difference in funding for those settings. The LA contributes £250,000 to the local school system. All schools are given a core offer which includes an annual visit by an LA School Effectiveness Partner. Approximately 65% of schools signed up to the partnership offer in 2019/20.

3. The Slough Local School Improvement Fund (SLSIF)

The SLSIF arises from of an agreement by schools forum in 2016/17 to use an underspend of £150,000 centrally retained funds to support local school improvement initiatives. An additional £30,000 was also set aside for specific primary school initiatives. The fund was been topped up by an additional £49,500 in 2017/18 again through agreement with schools forum, bringing the total fund to £229,500. Schools are able to ‘bid’ for funding for school to school support or to work on collaborative projects, linked to local priorities.

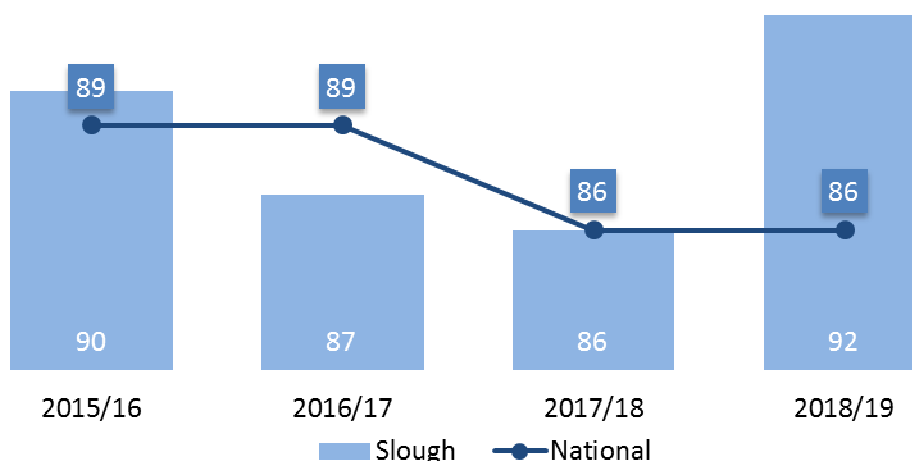
The LA and STSA oversee the bids and are responsible for quality assurance once funds have been released. Action plans and outcomes of the bids are monitored to ensure value for money and maximum outcomes. To date approximately £220,000 has been spent from this fund to support school to school work and approximately £9,000 remains.

In the current academic year the council continues to administer the LSIF to schools in partnership with STSA. This continues to be a source of strength in the local school system with collaboration across schools on both small and large scales.

4. Ofsted Judgements

Table 4a: Overall Ofsted judgements August 2019

Percentage of state-funded schools judged overall as good or outstanding



The overall effectiveness of schools in Slough has improved since 2015/16 and is above the national average.

In 2018/19, eighteen schools (35% of schools in total) were visited by Ofsted (either section 5 or section 8). Outcomes are below:

School	Ofsted Outcome
Penn Wood Primary	Good
Cippenham Nursery	Good
Haybrook College	Good
The Westgate	Outstanding
Baylis Court Nursery	Good
James Elliman Primary	Good
Colnbrook Primary	Good
Claycots Primary	Good
St Josephs Catholic Secondary	Good
Priory Primary	Good
St Ethelbert's Primary	Good
Our Lady of Peace Primary	Good
Phoenix Infants	Good
St Anthony's Primary	Good
Foxborough Primary	Good
Godolphin Junior	Good

Beechwood Secondary	Requires Improvement
Holy Family Primary	Good

There are currently three schools that have no formal Ofsted designation, either because they are free schools yet to be inspected or because they have recently converted to academy status as sponsored academies. These are: Grove Academy Free School, Arbour Vale Academy and Lynch Hill Enterprise Academy.

All maintained schools in Slough are currently judged good or better by Ofsted .

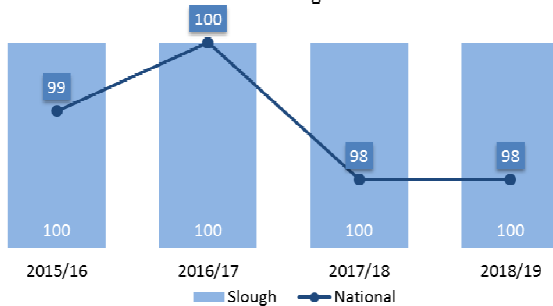
Academies engage with the LA by choice and are under no obligation to work with us from a school improvement perspective. However, as an LA we offer all schools support regardless of designation. This year 100% of schools engaged with the LA with at least an ATV through a SEP.

Due to the length of time between Ofsted inspection cycles some schools currently judged as requires improvement may not have a full inspection this academic year.

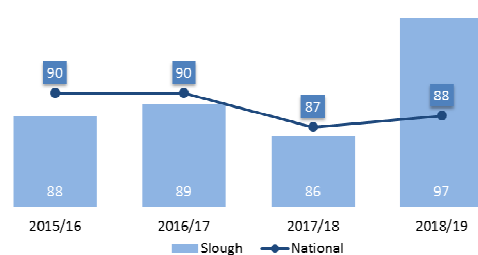
4.1 Ofsted Judgements by Phase

Table 4b

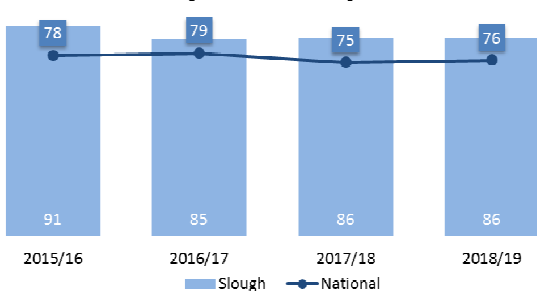
Percentage of state-funded schools judged overall as good or outstanding



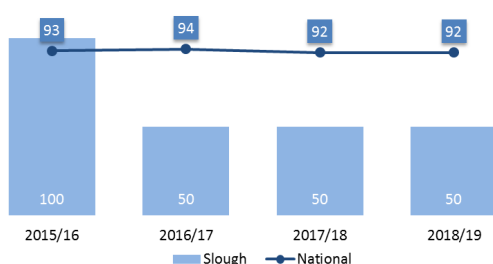
Percentage of state-funded primary schools judged overall as good or outstanding



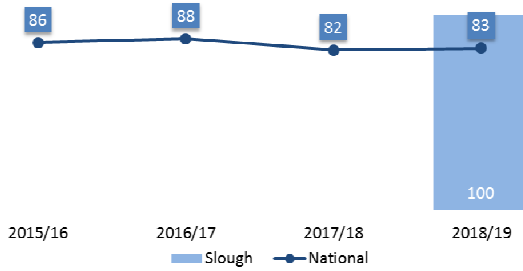
Percentage of state-funded secondary schools judged overall as good or outstanding



Percentage of state-funded special schools judged overall as good or outstanding



Percentage of state-funded PRU's judged overall as good or outstanding



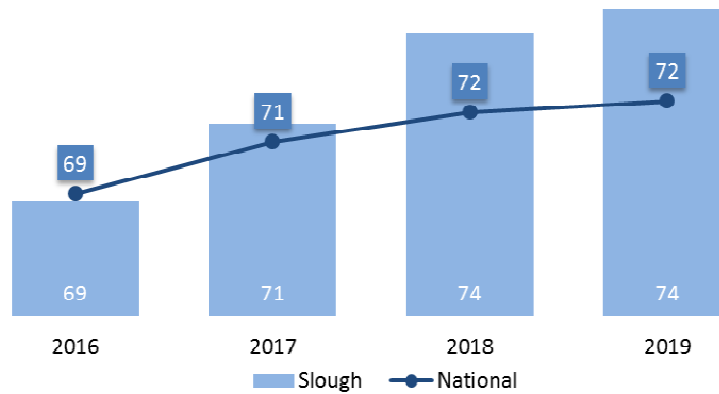
5. EYFSP

5.1 Overview

The Early Years Foundation Stage Profile (EYFSP) is completed at the end of the reception year. A child achieves a good level of development (GLD) if they attain expected or exceeding levels in all of the prime early learning goals (ELG) and the ELGs in literacy and mathematics. In summer 2019 the proportion of children achieving GLD for the LA was **74%** compared to a national average of **72%**. The LA GLD has exceeded the national figure for 2019 and been in line with the national average for the two years previously.

Table 5a

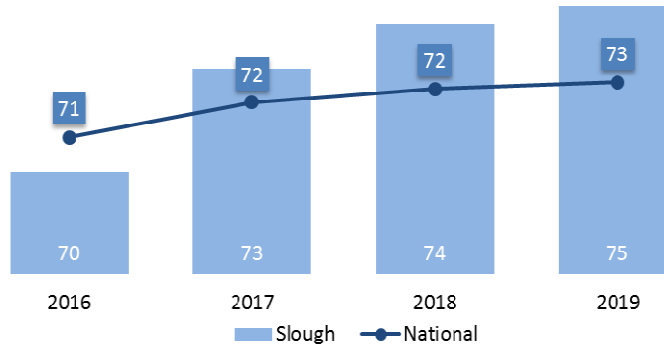
Percentage achieving a good level of development



The percentage of children attaining expected or better in literacy has previously been the area of learning that has proved a limiting factor for the overall good level of development. Reading and writing have improved year on year for several years resulting in an improvement to overall GLD figures.

Table 5b

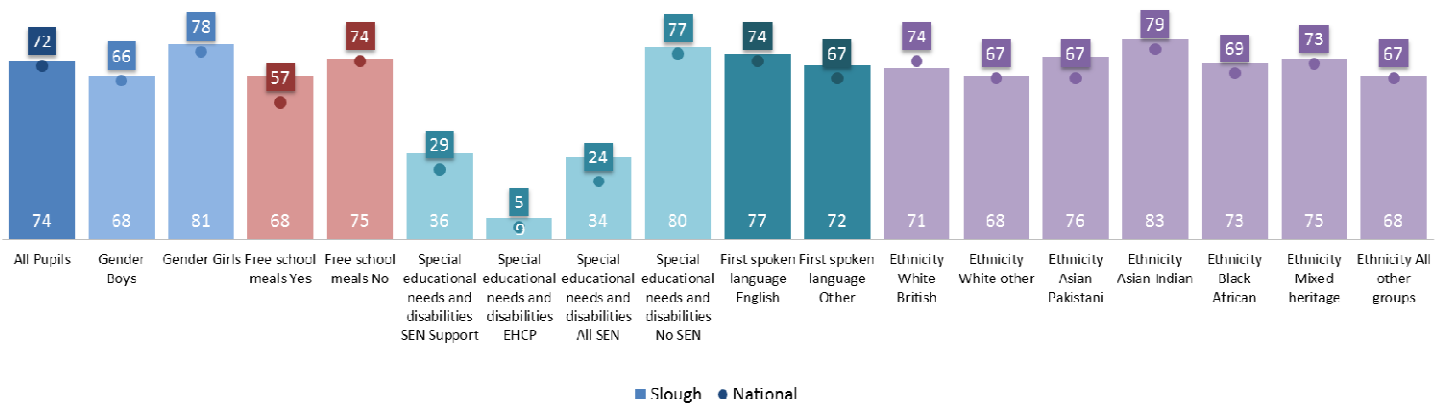
Percentage achieving a good level of development in communication & language and literacy at EYFSP



6. Outcomes by pupil group

Table 6a

Achievement by pupil group in Slough schools in early years: 2018/19
Percentage of children achieving a good level of development at EYFSP



6.1 Ethnicity

Outcomes at EYFSP are broadly in line with or above the national average for all ethnic groups. Attainment of GLD increased for all the main ethnic groups in 2019. The largest percentage increase was for the white British pupil group. GLD outcomes for this group in Slough are now broadly in line with the national figure.

It is important to note that attainment of a GLD at EYFSP is dependent on achieving ELGs in many areas that must be assessed in English. The child must demonstrate competency in English in the 3 aspects of communication and language and the two aspects of literacy. Many children in Slough have little or no English on starting at nursery or reception. There has been significant focus, over a number of years, on strategies to support children's learning of English and there has been sustained progress.

6.2 EYFS SEND

Slough children with Special Educational Needs and Disabilities achieve better outcomes than similar children nationally. However children with SEND continue to achieve significantly less well than their peers and early years provision must continue to focus on improving attainment for this group.

6.3 EYFS outcomes for children in receipt of free school meals

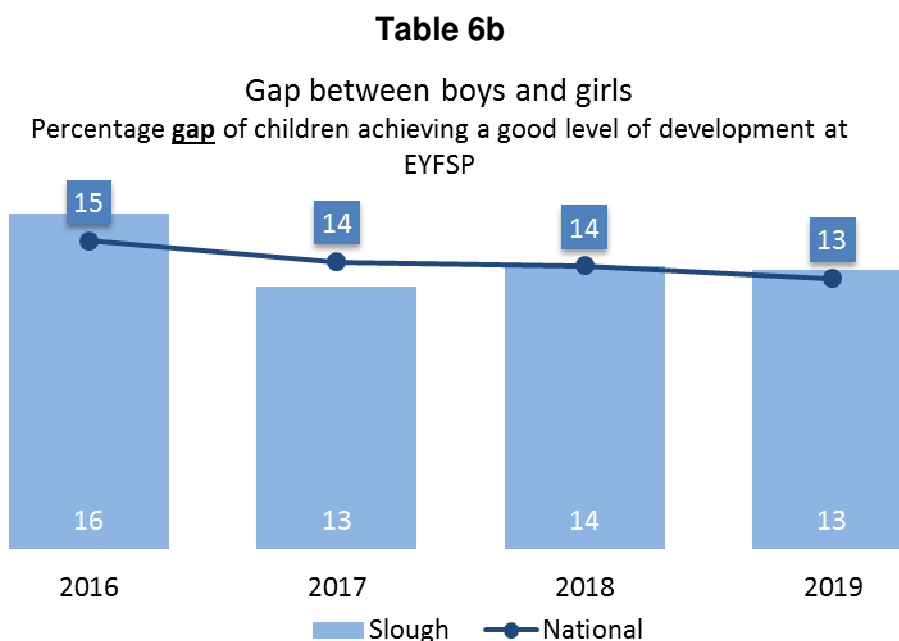
There has been an increase over time in the percentage of children in receipt of free school meals achieving a GLD at the end of EYFS (*Please note that Free School Meals (FSM) criteria is often under-reported in Early years*). As with the GLD figures for the whole cohort, girls' outcomes are higher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

Outcomes for Slough children meeting the free school meals criteria are higher than those for similar pupils nationally and at 63% have increased by 3% in 2019. This is greater than the LA's percentage GLD increase of 2.4%, indicating a small closing of the gap for children in receipt of free school meals.

6.4 EYFS Gender

Greater percentages of girls attain ELGs in virtually every area of learning at EYFSP. However, there is an upward trend in attainment in the LA for both boys and girls which demonstrates positive progress. The early years service has put in place targeted interventions and provided continuing professional development across the sector.

Table 2d below illustrates the closing of the gender gap in the LA to be in line with national in 2019. The context for these figures is that both boys and girls attainment increased in 2019 but girls' attainment increased more.

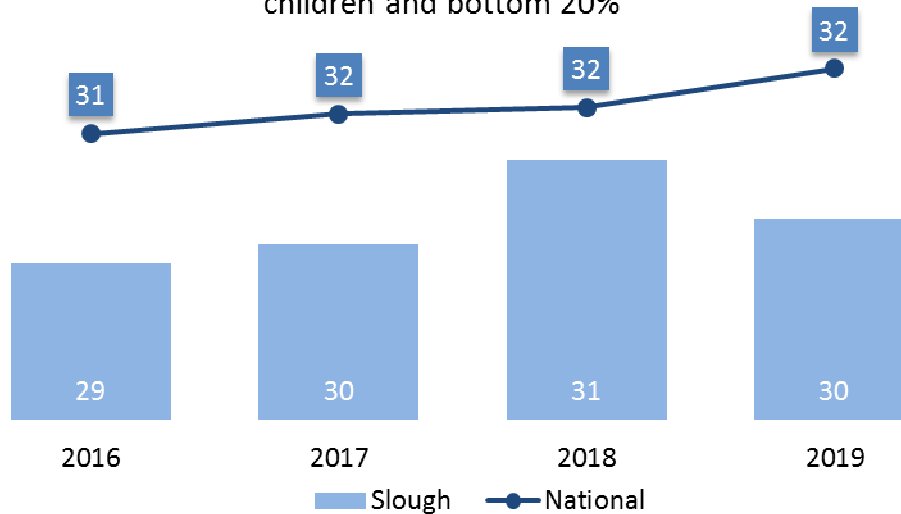


Boys' attainment continues to be a key focus for all support and development work by the LA Early Years Service as it is a re-occurring factor when we analyse the attainment of specific ethnic groups and language speakers.

6.5 Gap between all children and the lowest attaining 20%

Table 6c

Percentage attainment gap of total point score between all children and bottom 20%



The LA gap widened slightly in 2019 but is smaller than the national average.

7. EYFS Conclusion

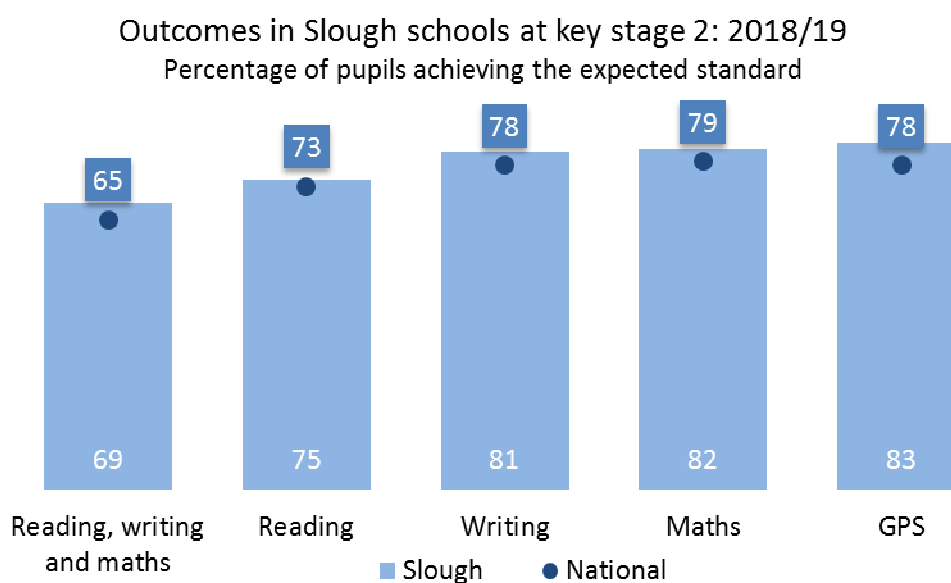
- Outcomes in Early Years in Slough continue to increase over time, in both prime and specific areas of learning.
- Analysis of a number of groups ,where outcomes are lower than the Slough average, clearly shows that the common thread is boys' attainment in comparison with girls. There is considerable progress with boys' outcomes, but it will continue to be a focus for analysis, support and challenge across the Early Years in order to address underlying factors of disadvantage and improve practitioner knowledge of effective inclusive practice across the sector.
- The Slough Early Years service continues to provide support and challenge across the Early Years sector (private, voluntary, independent settings, children's centres, schools and childminders). From March 2019 onwards there has been a focus on raising awareness amongst providers, of the importance of quality teaching and learning in determining both the EYFS Profile data set as well as their own. This focus on teaching will reflect Ofsted's aim in the new early years inspection framework of judging the quality of education rather than outcomes.
- An early years setting receiving an Ofsted judgement of requires improvement or inadequate have a Focussed Improvement Partnership Plan (FIPP) put in place by the Early Years advisory teacher. This is designed to address each of the priority areas for development identified by Ofsted.
- The gender gap in attainment at the end of EYFSP is addressed specifically in training and forums through advice and challenge. In 2019-20 practitioners are being encouraged to focus on supporting and observing boys' learning making changes to provision and their teaching and interactions designed to support active learning and the importance of outdoor learning and thereby improve their personal, social and emotional development, communication and language and literacy development..

- The Early Years service has provided support and challenge to any school where the GLD was below expectation in 2019.
- The Slough Early Years service continues to utilise and develop the communication and literacy programme, 'I Talk'. Developments for 2019 are part of partnership working with Public Health, SALT have delivered training sessions for practitioners and there is a focus on the production of support materials for parents made more easily available. This support for early communication skills supports the progression of literacy towards the end of EYFSP.

8. Key Stage 2

In 2019 outcomes in Slough primary schools for Reading, Writing and Mathematics (RWM) attainment in Key Stage 2 remained the same as 2018 and well above the national average.

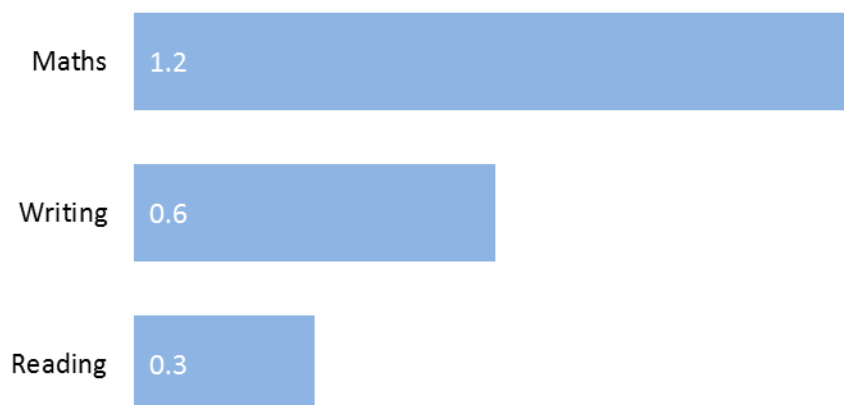
Table 8a: KS2 RWM



In 2019 KS2 attainment outcomes across Slough were above national average

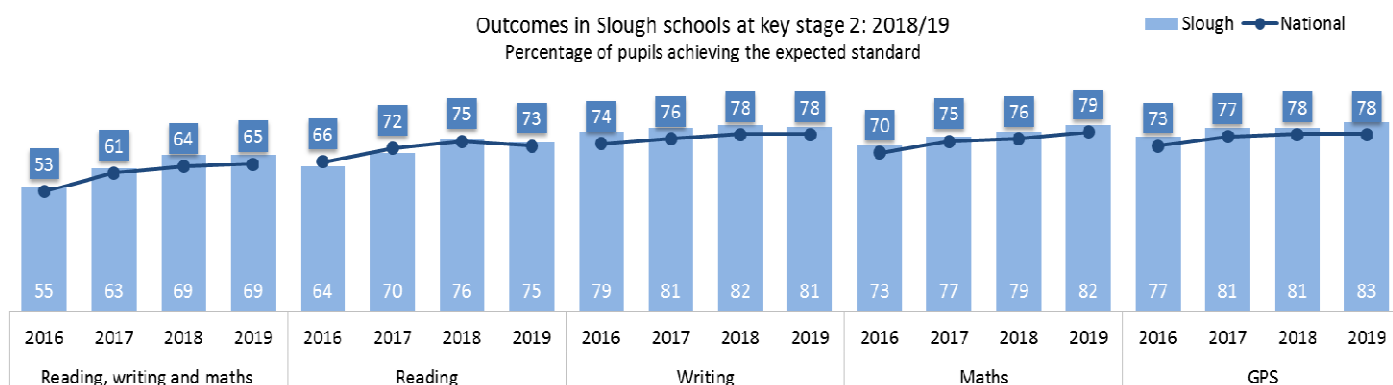
Table 8b: KS2 Progress

Progress score in Slough schools between key stage 1 and key stage 2: 2018/19



Progress from Key Stage 1 to Key Stage 2 in Slough schools is above national average in reading, writing and maths.

Table 8c: KS2 Outcomes over time



Outcomes in Slough have been above average for the last three years in reading, writing and maths.

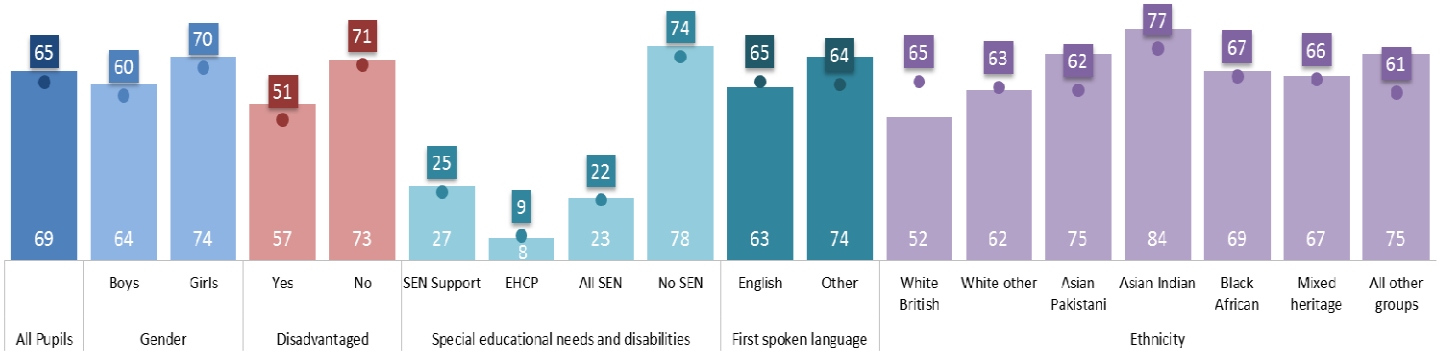
9. KS2 Coasting Measure and KS2 Floor Standards

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as ‘requires improvement’ in their latest Ofsted report. Further details can be found here <https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

10. KS2 outcomes by pupil group

Table 10a

Achievement by pupil group in Slough schools at key stage 2: 2018/19
 Percentage of children achieving the expected standard in reading, writing and mathematics



■ Slough ● National

In 2019 outcomes for most pupil groups, including disadvantaged pupils, in Slough were above national average.

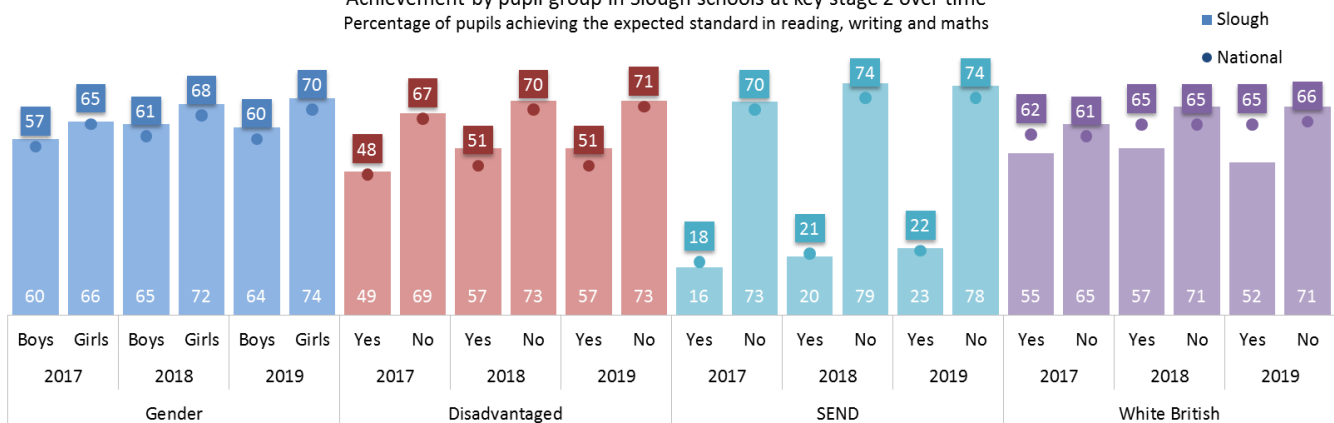
Attainment outcomes for Asian Pakistani and Asian Indian pupils are particularly high and also significantly above the national average for similar pupils.

Outcomes for white British pupils are significantly below national average for similar pupils and the gap has widened this year:

11. KS2 outcomes by pupil group over time

Table 11a

Achievement by pupil group in Slough schools at key stage 2 over time
 Percentage of pupils achieving the expected standard in reading, writing and maths

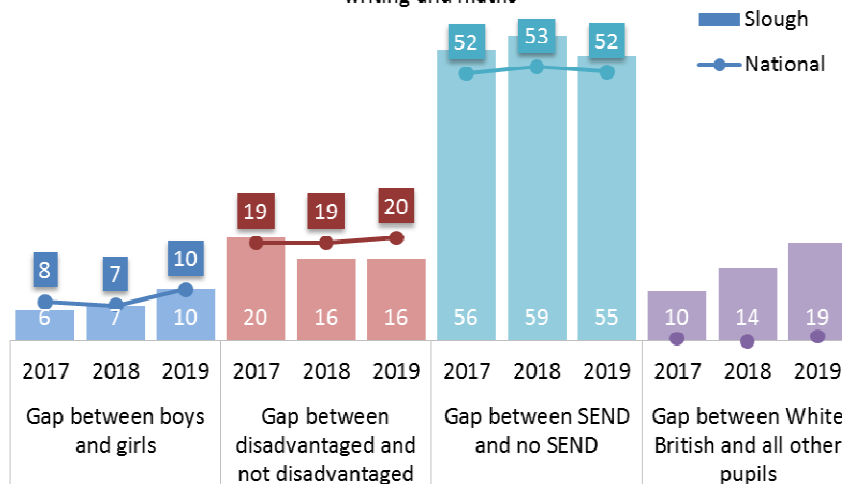


An analysis of outcomes of key groups over time allows us to look at trends and measure against local and national averages. In turn we can work with schools to set local priorities.

12. KS2 Achievement Gaps

Table 12a

Achievement gap in Slough schools and national at key stage 2
 Percentage gap of pupils achieving the expected standard in reading, writing and maths



12.1 KS2 Gender Gap

The gap between boys and girls within the LA in 2019 is in line with the gap between boys and girls nationally. This has been broadly the same over the last three years.

12.2 KS2 Disadvantaged Gap

The gap between pupils who are disadvantaged* and those who are not disadvantaged within the LA is smaller than the gap nationally. The gap has widened slightly nationally.

* The DfE define disadvantage as those who have been entitled to free school meals (FSM) in the last 6 years; who have been in LA care for 1 day or more; or who have left LA care for adoption, special guardianship or a child arrangement

12.3 KS2 SEND Outcomes

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

12.4 KS2 White British Gap

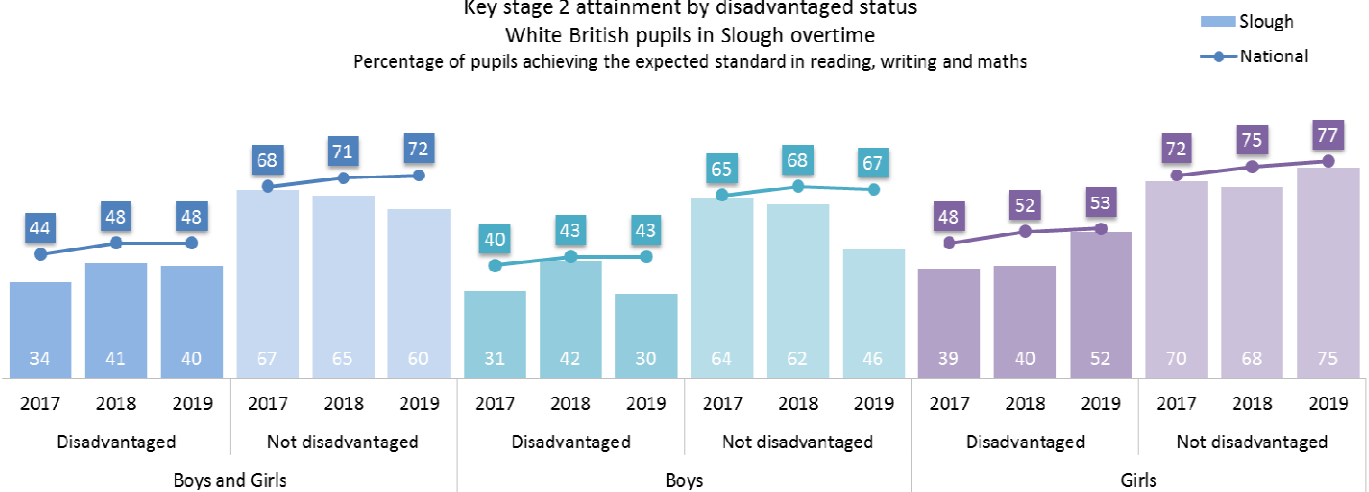
The lowest attaining ethnic group in Slough are those who are white British. Outcomes for white British pupils are well below the national average for all white British pupils in 2019 (Table 11a) and well below the national average for all pupils 65%.

Outcomes for both disadvantaged and non disadvantaged girls in Slough are broadly in line with those of similar pupils nationally, but this is not the case for white British boys. This suggests gender rather than ethnicity alone is the biggest factors in the low attainment of white British pupils in Slough.

12.5 White British, Disadvantaged and Gender

Table 12b

Key stage 2 attainment by disadvantaged status
White British pupils in Slough overtime
Percentage of pupils achieving the expected standard in reading, writing and maths



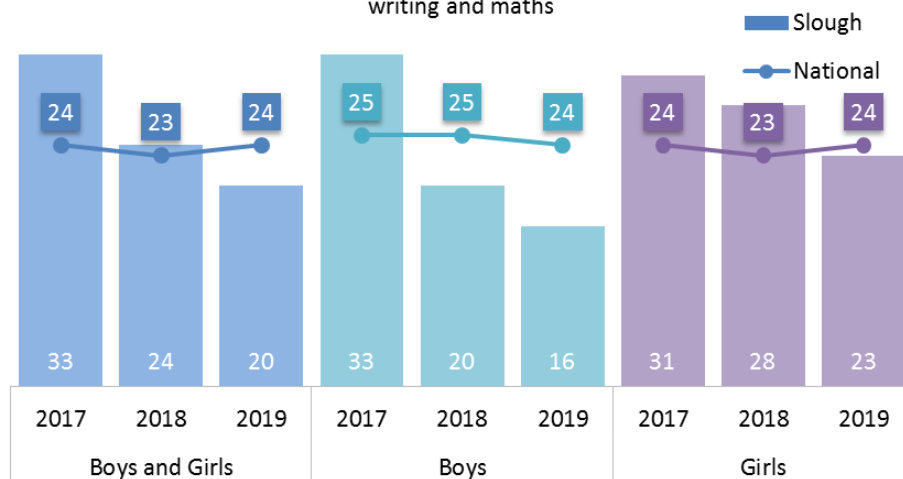
In 2019, 362 pupils at the end of KS2 were white British out of 2,360 in total which represents 15% of the entire cohort. Of those 362, 145 were classed as disadvantaged, (76 boys, 69 girls) which represents 40% of the white British cohort and 6% of the whole KS2 cohort. White British pupils make up 22% of the entire disadvantaged cohort.

In 2019 outcomes for white British girls who are disadvantaged has risen to just under the national average and white British girls who are not disadvantaged are also just under the national average. Both groups have improved significantly this year. By contrast outcomes for white British disadvantaged boys and white British not disadvantaged boys have fallen significantly. This area will require further investigation with schools.

The small number of the cohort makes it difficult to draw significant conclusions that are statistically relevant. In addition the numbers of white British pupils are spread out amongst schools in the LA, for example there are only 10 primary schools out of 29 who have a cohort of 15% or more of white British pupils.

Table 12c

Achievement gap of disadvantaged and not disadvantaged **white British** pupils in Slough schools and national at key stage 2
 Percentage gap of pupils achieving the expected standard in reading, writing and maths



In 2019 the gap between pupils who were white British and disadvantaged and white British and not disadvantaged was smaller than national. However, this is due in large part to the fact that white British not disadvantaged boys' outcomes were much lower than national, so this statistic must be treated with caution. The gap between white British disadvantaged girls and not disadvantaged girls is broadly in line with the national average and has improved from the last two years.

The trend in the LA has been inconsistent in the last three years however, what must be considered again is the size of the cohort which can have an impact on proportions fluctuating from year to year.

13. Conclusion

- In summary headline outcomes in Slough schools at KS2 are positive. The priority remains that of focusing on raising standards overall in reading (although this is now above national average) and in particular for pupils who are white British boys.
- All schools have engaged with the programme of Autumn Term Visits (ATV).
- The information from the school visits has enabled the SSIB to bring together the intelligence gained from schools to look more closely at developing strategies for reading, especially for boys and for the disadvantaged. (This is a continuing local priority)
- The data schools have provided will mean schools and their areas of strength can be identified and support can potentially be brokered through school to school support
- The SEND School Effectiveness Officer chairs a network for Special Educational Needs Co-ordinators (KS2 and KS4).

14. Key Stage 4

Slough is one of 36 local authorities nationally with a high proportion of selective schools. Four of the 14 secondary schools in Slough are selective, accounting for 33% of the GCSE cohort. Nationally outcomes data is not broken down by selective and non selective schools; however we have done so for this report. Whilst comparisons are provided between the LA non-selective schools and all schools nationally, it must be borne in mind that the non-selective schools in selective authorities tend to have a narrower range of prior attainment than mainstream schools in areas where there is no selective offer. ***This means that direct comparisons between either selective or non-selective schools with national averages must be treated with caution.***

14.1 KS4 Performance Measures

This report will focus on four main headline performance measures for secondary schools at KS4: Attainment 8; Progress 8; English Baccalaureate and the measure of Grade 5 and higher in both English and mathematics.

When comparing 2019 headline measures to the equivalent data from 2017 it is important to note the move to a new point score scale which was introduced for English and maths in 2017 and extended to further subjects in 2018 and 2019; the introduction of reformed GCSEs in the vast majority of subjects, now graded on the 9 to 1 scale; and changes from a threshold to an average score for the Ebacc.

15. Attainment 8

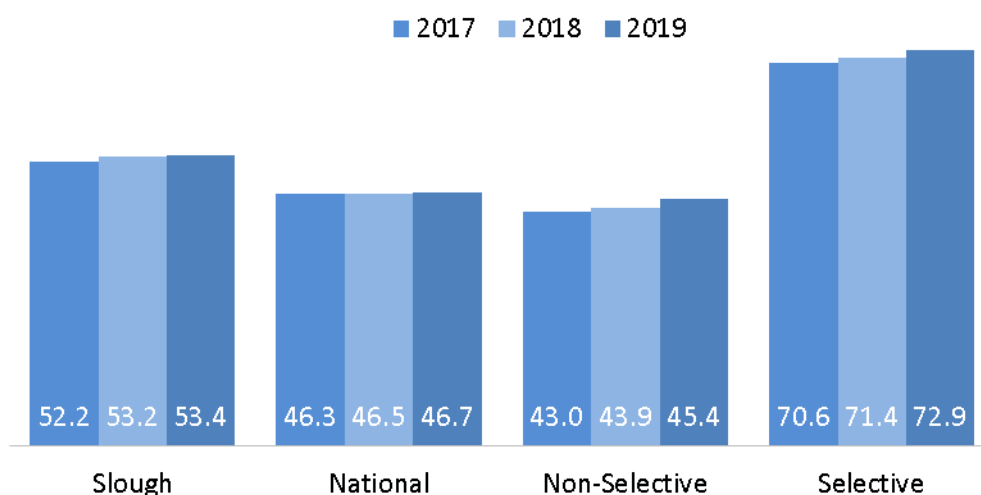
Attainment 8 measures the total outcomes of students in up to 8 qualifications including English (double weighted if both language and literature are taken), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc)

Nationally, Attainment 8 scores for English, Mathematics, EBacc and open slots were very similar between 2018 and 2019. There was a slight increase overall of 0.2 points (to 46.7) due to very small changes in the Mathematics and EBacc slots only (both up by 0.1 points)

Attainment 8 outcomes in Slough are significantly above the national average.

Table 15a

Average attainment 8 score



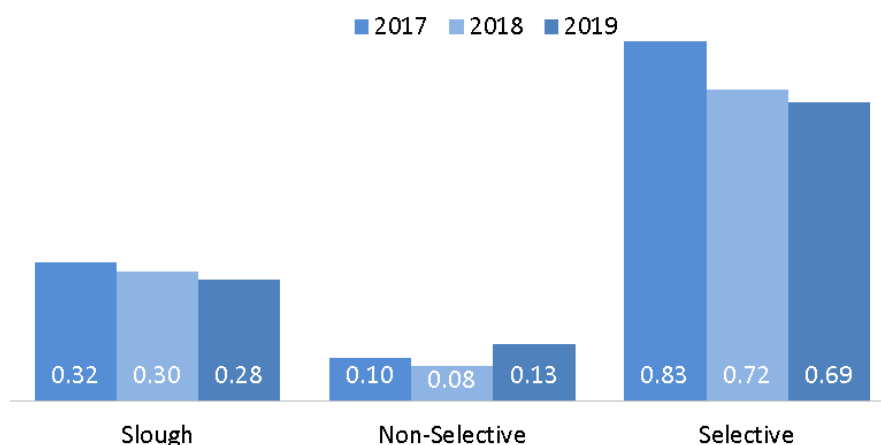
16. Progress 8

Progress 8 measures the values added a student makes between the end of key stage 2 and the end of key stage 4. It compares students' outcomes (their Attainment 8 score) with the average Attainment 8 score of all students nationally who had a similar starting point (or 'prior attainment'). It is calculated using assessment results from the end of primary school. Progress 8 is a relative measure; therefore, the national average Progress 8 score for mainstream schools is very close to zero. Nationally in 2019 Progress 8 scores for mainstream schools run from -2.5 to 2.1, with approximately 99% of schools' scores between -1.3 and +1.3.

Progress 8 scores for Slough Schools are above the national average for both selective and non-selective schools.

Table 16a

Average progress 8 score in Slough Schools



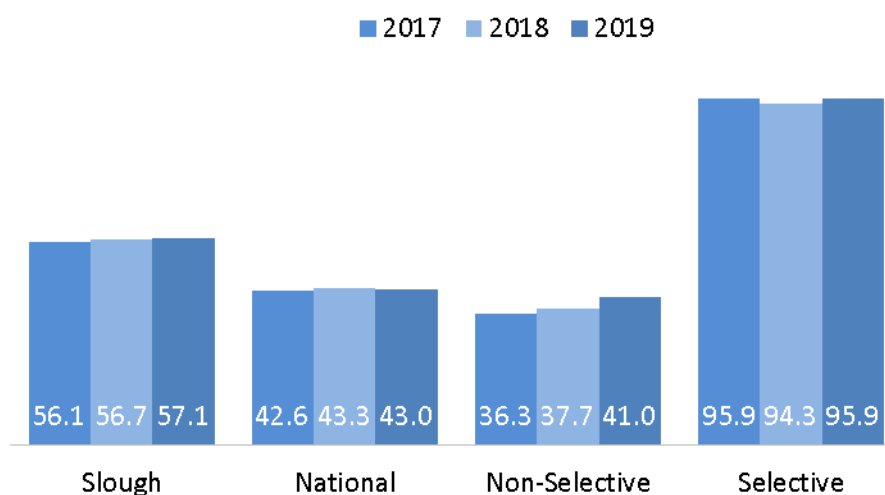
17. KS4 outcomes in English and maths – Grade 5 and above

From 2017, one of the headline indicators measures the percentage of students achieving a Grade 5 or above in both English and maths.

Outcomes in Slough are above the national average in these measures.

Table 17a

Percentage of pupils achieving grade 5 or above in English and maths GCSEs

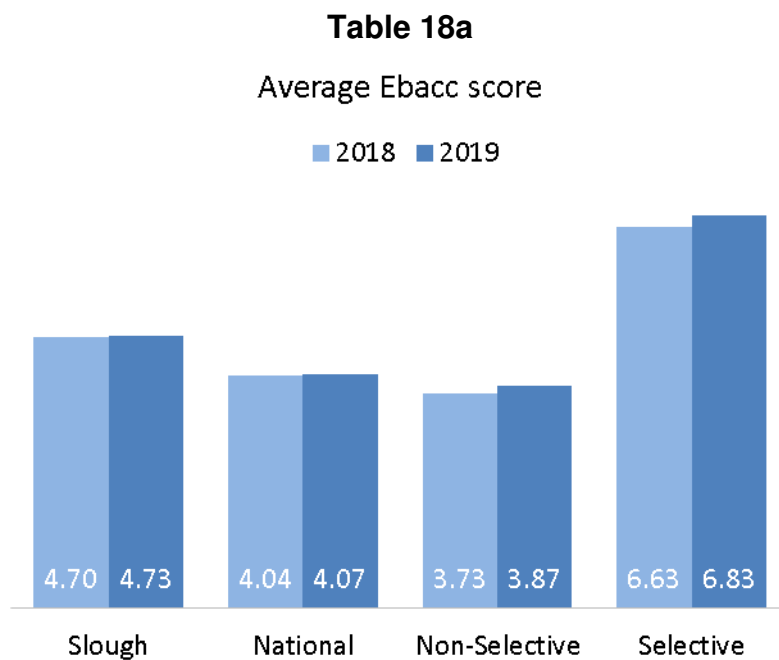


18. The English Baccalaureate (EBacc) entry and outcomes

As announced in July 2017, from 2018 the headline EBacc attainment measure is the EBacc average point score (EBacc APS). This replaces the previous threshold EBacc attainment measure. EBacc APS measures pupils' point scores across the five pillars of the EBacc. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential.

Note: In 2017, the headline EBacc attainment measure was awarded to students who achieved a Grade 5 in English and maths and Grade 4 in all other subjects. So comparison with 2017 should be treated with caution.

Slough LA selective schools were above the national average for entering and attaining the Ebacc and non-selective schools were below the national average for entering and attaining the Ebacc.



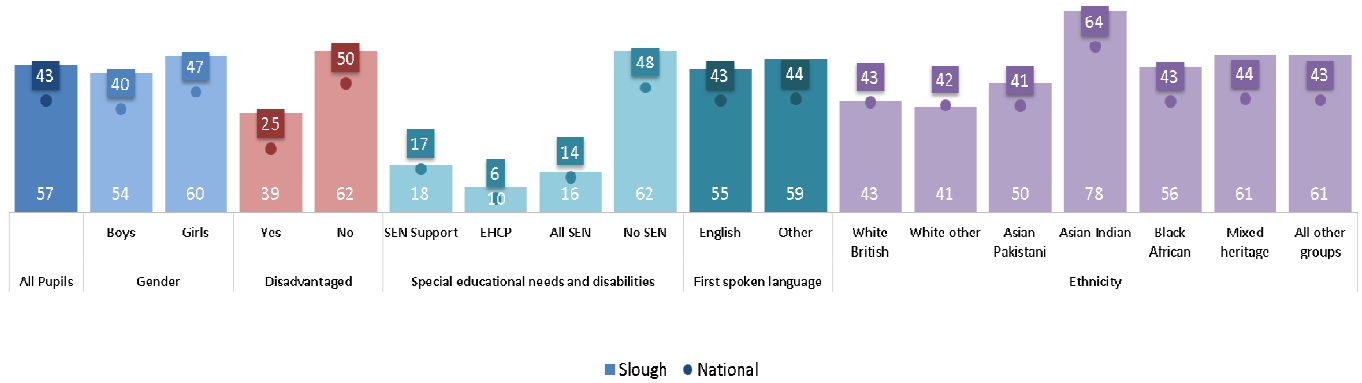
19. KS4 Coasting Measure and KS4 Floor Standards

From September 2019, the floor and coasting standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. Further details can be found here <https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

20. KS4 outcomes by pupil group (grade 5 and above E&M)

Table 20a

Achievement by pupil group in Slough schools at key stage 4: 2018/19
Percentage achieving GCSE grade 5 or above in English and mathematics

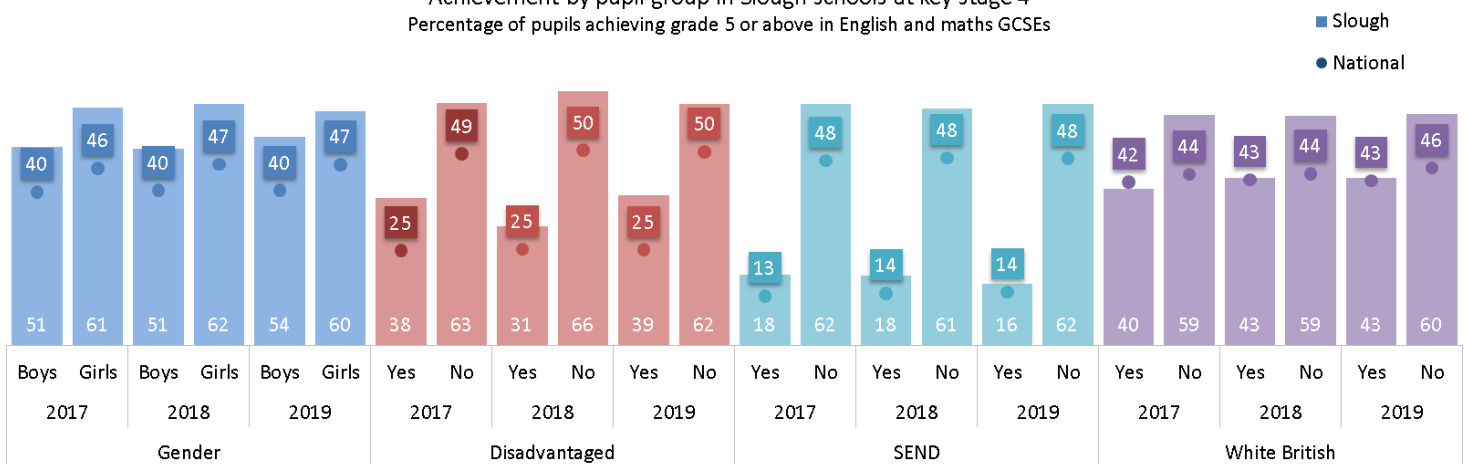


The percentage of pupils achieving Grade 5 in English and maths in Slough is in line with or above average for almost all pupil groups compared to similar pupils nationally.

21. KS4 outcomes by pupil group over time (grade 5 and above E&M)

Table 21a

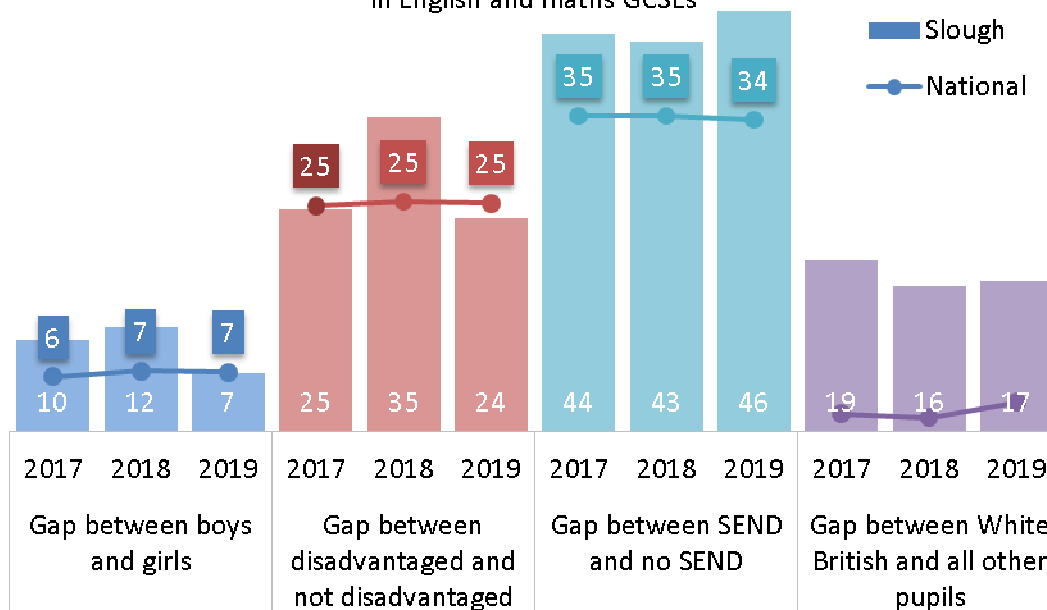
Achievement by pupil group in Slough schools at key stage 4
Percentage of pupils achieving grade 5 or above in English and maths GCSEs



22. KS4 achievement gaps

Table 22a

Achievement gap in Slough schools and national at key stage 4
 Percentage of pupils achieving grade 5 or above in English and maths GCSEs



2.1 KS4 Gender Gap

The gap between boys and girls within Slough in 2019 is in line with the gap between boys and girls nationally.

22.2 KS4 Disadvantaged Gap

Outcomes for disadvantaged students in Slough are significantly better than those for disadvantaged students nationally. The gap between disadvantaged and not disadvantaged pupils in Slough decreased in 2019 and is smaller than national. It has decreased significantly since 2018 and back to similar level from 2017.

22.3 KS4 SEND Outcomes

Please see earlier reference on reporting on children with SEND.

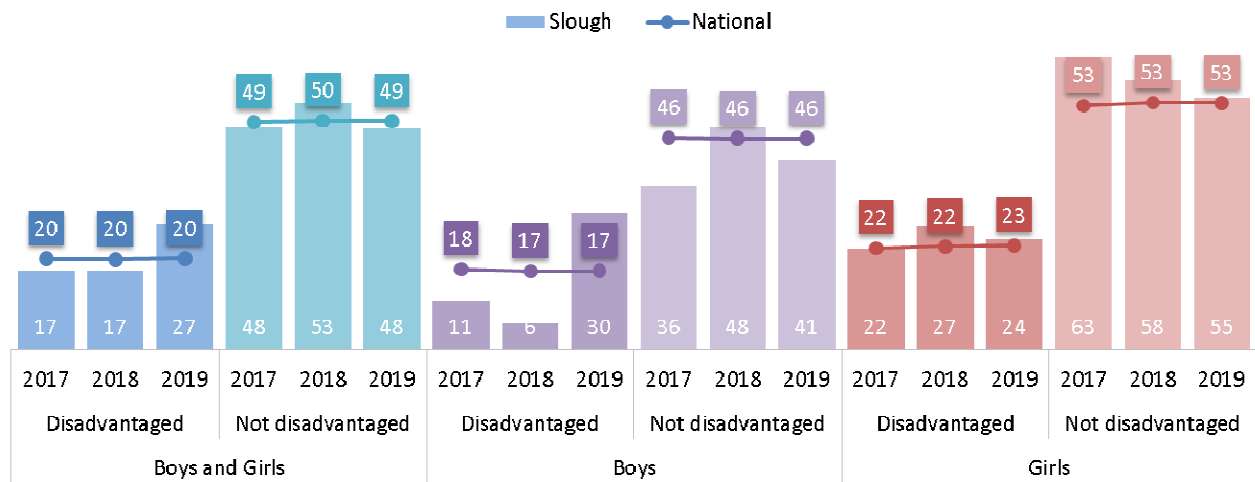
22.4 KS4 White British Gap

The gap between white British pupils and all other pupils in the LA is larger than the gap nationally and has been for the last three years. The small number of white British pupils must be borne in mind when attributing statistical significance. In 2019 1,856 pupils completed KS4. The number of white British pupils was 290 which represents 16% of the entire cohort of these pupils 64 were disadvantaged which represents 22% of the white British cohort and 3% of the whole KS4 cohort. In addition as with primary schools white British pupils are spread widely, for example only 5 of 11 secondary schools where GCSEs were sat had a representative proportion (16%) or more white British pupils and only one of these was a selective school.

22.5 KS4 White British, Disadvantaged and Gender

Table 22b

Key stage 4 attainment of disadvantaged
White British pupils in Slough overtime
Percentage of pupils achieving grade 5 or above in English and maths GCSEs

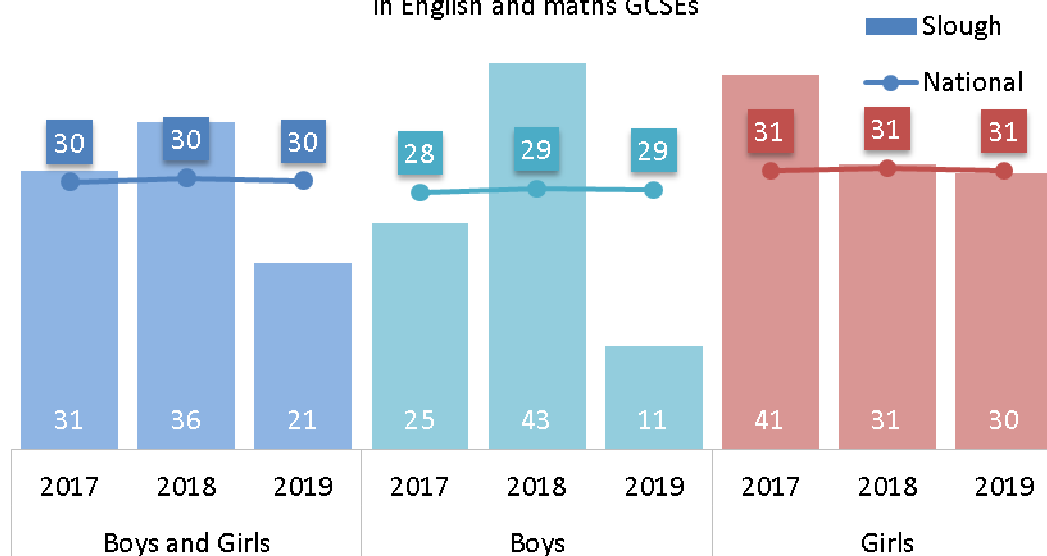


The outcomes of white British disadvantaged pupils in the LA have risen above the average for white British disadvantaged pupils nationally. This is a significant increase from last year. This can be attributed to outcomes for white British disadvantaged boys having risen significantly above national. However, as it is above national for only one of the last three years it cannot be considered a trend.

Outcomes for white British not disadvantaged boys have fallen below national average having been above national last year. Outcomes for this group have been inconsistent in the last three years and require further investigation with schools.

Table 22c

Achievement gap of disadvantaged and not disadvantaged **white British** pupils in Slough schools and national at key stage 4
Percentage of pupils achieving grade 5 or above in English and maths GCSEs



The gap between white British disadvantaged boys and white British not disadvantaged boys within the LA was smaller than the national gap in 2019. However this is due in large part to outcomes for white British boys that are not disadvantaged being below national.

The gap between white British disadvantaged girls and white British not disadvantaged girls within the LA in 2019 was just below the national gap. It has been broadly consistent for the past two years.

23. Conclusion

- In summary headline outcomes overall at KS4 are positive in the LA for pupils across Slough selective and non selective schools. The priority remains that of focusing on continuing to raise standards for disadvantaged pupils.
- All schools have engaged with the programme of ATVs.
- The information from the school visits has enabled the SSIB to bring together the intelligence gained from schools to look more closely at developing raising attainment for boys, the disadvantaged and white British pupils.
- A Secondary Senior Leader group has been established to create a network of good practice and CPD at a senior leadership level. In addition this year a group for middle leaders was also established.

24. Key Stage 5

We report below on three main indicators which are:

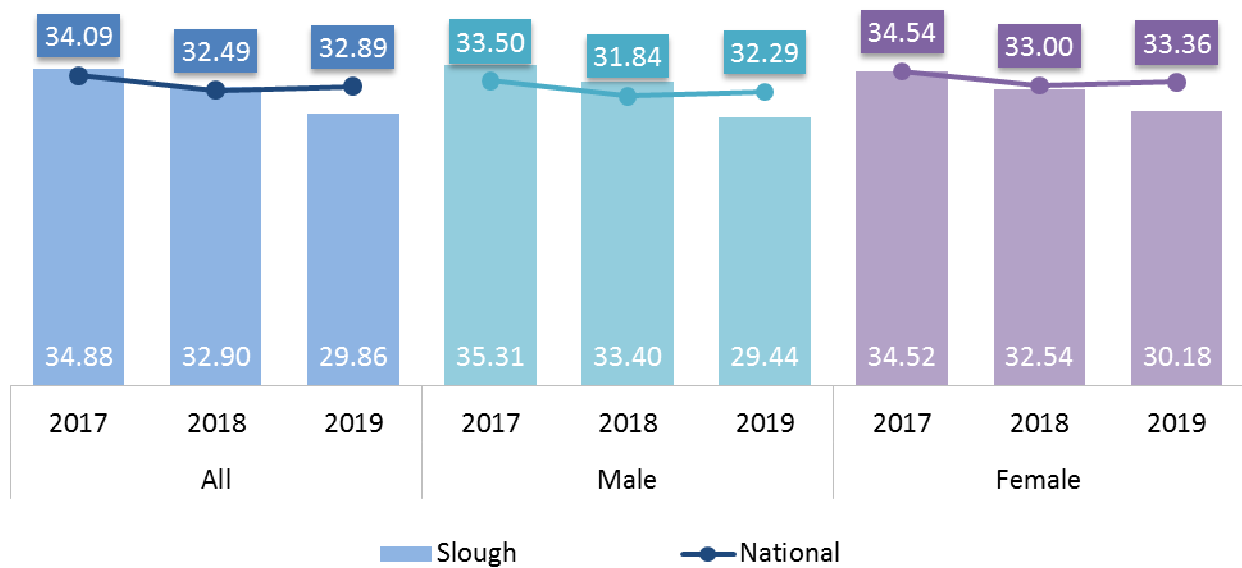
1. Average point score per A-Level entry (best 3)
2. Percentage achieving A-Levels AAB or higher of which at least 2 are facilitating subjects*
3. Average point score per Applied General entry

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

NB Windsor Forest Colleges groups account for 383 students in the A Level cohort.

Table 24a

Average point score per entry: students best 3 A-Level

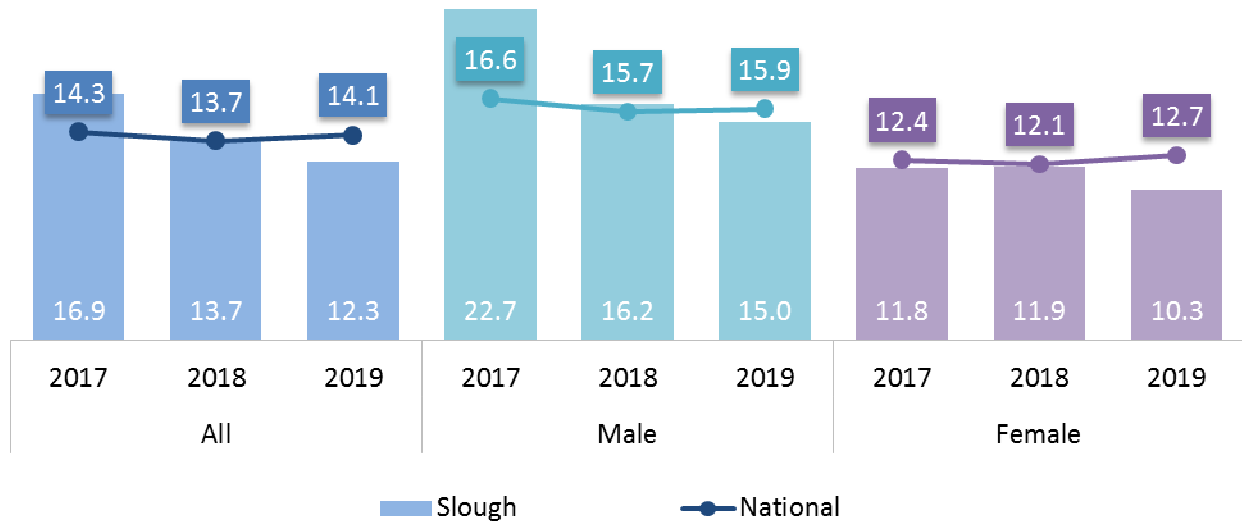


The average point score per entry for best 3 A-levels is falling in Slough and has been for the last three years. This is in contrast to the national APS per entry which has been on an upward trend over the last three years.

24.1 AAB or Higher in at least 2 Facilitating Subjects

Table 24b

Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects

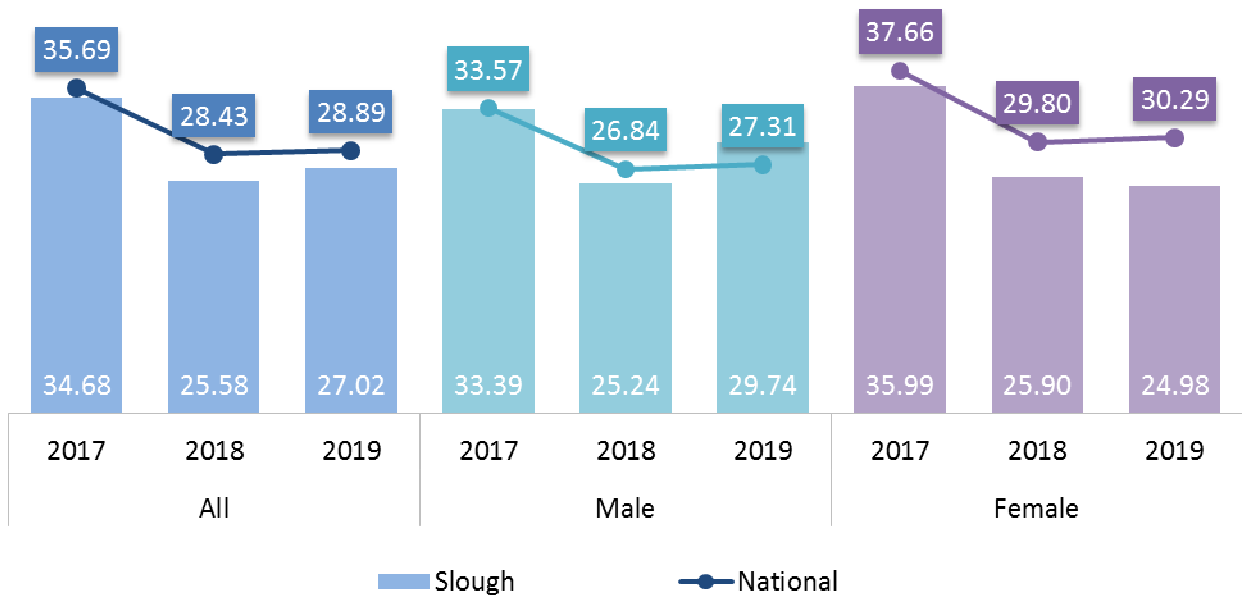


The percentage of students achieving AAB in facilitating subjects is falling in Slough and has been for the last three years. This is in contrast to national APS which has been broadly consistent over the last three years.

24.2 Applied Entry Subjects

Table 24c

Average point score per entry: applied general students



Outcomes for APS per general entry applied are below national average and have been for the last three years. Outcomes for girls have been on a downward trend for the last

three years. In 2019 outcomes for boys was above national, having declined the previous two years.

25. KS5 Minimum Standards

From September 2019, minimum standards no longer apply. The Government has set out a new support offer for schools that were identified as 'requires improvement' in their latest Ofsted report. Further details can be found here

<https://www.gov.uk/guidance/school-improvement-support-for-the-2019-to-2020-academic-year>

26. KS5 Gender

Table 24a shows boys and girls in the LA are below the national average for APS in best 3 A-levels, although girls' outcomes were higher than boys. The gap between boys and girls within the LA was smaller than the national average in 2019, however this is due to the lower outcomes of both groups against the national average.

26.1 KS5 Gender – AAB in at least 2 facilitating subjects

Boys' outcomes are higher than girls in attaining AAB in at least 2 facilitating subjects. This is a national trend. In 2019 boys and girls outcomes were below the national average with the gap between boys and girls wider than national.

26.2 KS5 Gender – Applied General Students

Outcomes for boys over the last three years has been inconsistent but was above national in 2019. Outcomes for girls are showing a downward trend and remained under national for each of the last three years. The gap between boys and girls has widened against national in 2019.

27. Conclusion

- In summary outcomes at post-16 continues an overall downward trend. This is a priority for work with schools.
- The LA, with permission of the secondary schools, has continued to purchase the ALPS LA report for post-16. ALPS is a reporting system that analyses individual courses in each school in greater depth and identify areas of need. It is widely used by schools nationally. This year all schools were invited to a presentation from the ALPS team and as a result heads have met to put together a strategy specific for post-16 and will apply to the local school improvement fund for support. This is in the early stages of planning.

EYFSP by school

	Percentage Achieving a Good Level of Development			
	2016	2017	2018	2019
Arbour Vale School	0	0	0	0
Castleview Primary School	90	88	80	78
Cippenham Infant School	72	68	75	82
Cippenham Primary School	75	75	73	72
Claycots School	69	72	74	72
Colnbrook CE Primary School	53	65	66	70
Foxborough Primary School	37	71	67	69
Grove Academy	-	-	82	60
Holy Family Catholic Primary School	65	70	71	83
Iqra Slough Islamic Primary School	79	81	83	80
James Elliman Academy	69	74	77	73
Khalsa Primary School	80	80	88	85
Langley Hall Primary Academy	74	80	86	84
Littledown School	-	0	-	-
Lynch Hill School Primary Academy	67	59	67	75
Marish Primary School	75	75	78	82
Montem Academy	68	76	74	73
Our Lady of Peace Catholic Primary School	76	66	75	65
Parlaunt Park Primary Academy	55	61	79	78
Penn Wood Primary and Nursery School	57	59	59	63
Phoenix Infant Academy	65	75	72	78
Pippins School	85	73	78	81
Priory School	70	69	67	68
Ryvers School	60	79	77	71
St Anthony's Catholic Primary School	51	55	52	69
St Ethelbert's Catholic Primary School	65	56	73	65
St Mary's CE Primary School	83	80	74	72
The Langley Academy Primary	84	76	80	82
Western House Academy	67	73	70	76
Wexham Court Primary School	75	79	71	75
Willow Primary School	76	76	81	74
Slough LA (excluding PVI's)	69.2	71.2	73.6	74.2
Slough	69.1	71.2	73.6	74.3
National	69.3	70.7	71.5	71.8
Diff from National	-0.2	0.5	2.1	2.5
Slough National Ranking	83rd	63rd	40th	33rd

LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

KS2 results by school

School	Cohort	Percentage of pupils reaching the expected standard in reading, writing and maths					KS1-2 Average progress score									Ofsted outcome	Date of inspection	
		2016	2017	2018	2019	Diff	Reading			Writing			Maths					
							2017	2018	2019	2017	2018	2019	2017	2018	2019			
Arbour Vale School	19	0	0	0	0	0	-3.8	-2.6	-7.4	-3.7	-3.8	-6.9	-3.8	-2.9	-8.2	No Designation	N/A	
Castleview Primary School	96	90	91	88	93	5	2.2	1.2	2.2	0.4	0.1	1.2	2.8	2.5	3.1	Outstanding	01/11/2006	
Cippenham Primary School	146	47	65	57	65	8	-2.3	-1.7	-1.2	-2.9	-2.7	-1.5	-1.9	-1.9	-1.2	Good	17/01/2018	
Claycots School	213	48	56	63	59	-4	-4.1	-2.1	-2.4	1.6	0.2	-1.0	-4.5	-2.6	-2.0	Good	03/02/2015	
Colnbrook CE Primary School	29	33	41	48	52	4	1.2	1.3	1.5	1.9	3.4	1.4	1.3	0.1	0.1	Good	07/11/2018	
Foxborough Primary School	55	39	39	39	60	21	-1.4	1.6	0.4	1.4	4.0	1.5	-1.6	0.2	0.8	Good	30/04/2019	
Godolphin Junior Academy	118	56	64	76	82	6	-0.4	0.0	1.5	2.8	2.8	3.5	0.9	1.9	1.9	Good	18/06/2019	
Holy Family Catholic Primary School	61	72	81	76	79	3	1.9	2.7	1.5	1.1	3.5	2.6	2.7	3.2	3.0	Outstanding	25/06/2019	
Iqra Slough Islamic Primary School	86	55	57	84	92	8	-2.6	-0.6	2.3	1.3	1.3	1.5	-1.7	1.4	3.1	Good	04/10/2016	
James Elliman Academy	88	51	53	74	72	-2	-1.5	0.7	2.2	1.7	1.3	-0.3	0.7	1.7	2.0	Good	08/11/2018	
Khalsa Primary School	62	73	69	79	95	16	-1.2	-0.6	2.6	-0.6	-1.4	1.0	1.8	1.5	2.1	Outstanding	15/01/2020	
Langley Hall Primary Academy	103	62	67	78	68	-10	-1.3	3.9	0.0	2.7	2.9	1.8	2.3	3.4	0.7	Good	16/11/2016	
The Langley Heritage Primary	81	21	65	69	68	-1	1.3	0.8	1.0	-1.2	0.8	1.1	2.3	2.1	1.5	Good	19/11/2019	
Littledown School	8	20	14	15	0	-15	-4.8	-7.7	-11.9	-7.7	-7.1	-	-8.8	-8.9	-12.2	Good	06/07/2016	
Lynch Hill School Primary Academy	120	71	78	69	77	8	2.4	0.1	2.2	1.3	1.6	1.3	4.2	2.6	2.7	Outstanding	10/07/2008	
Marish Primary School	99	70	75	90	85	-5	5.0	2.4	2.3	4.2	2.3	1.3	4.8	3.0	3.5	Good	04/07/2019	
Montem Academy	122	37	53	63	63	0	-1.3	-1.6	-2.5	5.2	4.1	4.2	1.4	2.1	1.7	Outstanding	23/11/2016	
Our Lady of Peace Catholic Primary	87	64	65	68	64	-4	-0.4	-1.2	-0.9	0.2	-1.5	-0.9	-0.4	-0.3	2.0	Good	19/03/2019	
Penn Wood Primary and Nursery	88	64	55	74	68	-6	-1.2	1.8	2.4	1.6	2.5	2.4	2.6	5.0	4.1	Good	20/09/2018	
Pippins School	23	54	71	71	70	-1	-1.0	-1.9	-1.2	0.6	-2.5	-0.3	2.6	-2.4	1.0	Good	31/01/2017	
Priory School	137	52	55	66	53	-13	0.5	0.5	0.4	-2.0	0.9	-0.5	1.6	0.5	-0.8	Good	12/03/2019	
Ryvers School	91	48	73	66	67	1	0.9	0.3	1.3	2.7	-0.1	-1.3	3.4	1.8	1.9	Good	16/10/2019	
St Anthony's Catholic Primary School	80	55	68	66	50	-16	-0.4	-1.8	-3.0	3.2	-0.4	-1.0	2.9	-0.3	-1.2	Good	19/03/2019	
St Ethelbert's Catholic Primary	58	49	54	64	66	2	-3.0	-0.6	-1.3	-0.7	-0.5	-1.8	-0.5	0.6	-0.7	Good	12/03/2019	
St Mary's CE Primary School	59	49	60	66	69	3	-2.7	-2.4	1.0	-1.0	-0.3	0.6	-1.2	-0.7	1.8	Good	08/10/2019	
Western House Academy	83	54	54	56	61	5	0.2	-0.4	-0.8	0.7	-2.0	2.9	1.3	-1.2	0.4	Good	14/06/2017	
Wexham Court Primary School	90	53	58	64	72	8	-0.4	-1.0	0.8	1.5	-0.5	-1.5	1.3	-1.0	3.3	Good	12/07/2016	
Willow Primary School	59	79	67	83	85	2	-0.5	1.2	4.9	2.2	0.9	3.6	0.3	3.4	4.6	Good	21/06/2016	
Slough LA	2361	55	63	69	69	0	-0.3	-0.1	0.3	1.0	0.7	0.6	1.0	0.9	1.2			
National	-	53	61	64	65	1	-	-	-	-	-	-	-	-	-			
Difference	-	2	2	5	4		-	-	-	-	-	-	-	-	-			
Slough national ranking (out of 152 LA's)		63rd	55th	32nd	31st		110th	96th	58th	25th	33rd	38th	38th	39th	22nd			
LA Quartiles		Progress Description																
		Well Above Average																
1st Quartile		Above Average																
2nd Quartile		Average																
3rd Quartile		Below Average																
Bottom Quartile		Well Below Average																

KS4 results by school

	Number of pupils	Progress 8 Score			Attainment 8 Score			% Grade 5 or above in English and maths GCSEs			% entering the English Baccalaureate		EBacc average point score		Ofsted outcome	Date of inspection
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2018	2019	2018	2019		
Baylis Court	156	0.50	0.97	0.69	49.6	54.1	55.6	58	60	57	47	57	4.58	4.82	Outstanding	15/10/2007
Beechwood	125	-0.79	-0.58	-0.50	37.0	39.5	38.7	15	22	27	2	1	3.06	3.02	Requires Improvement	25/06/2019
Ditton Park	116	-	-	0.18	-	-	45.4	-	-	37	-	78	-	4.17	Good	20/06/2017
Eden Girls'	51	-	-	1.19	-	-	61.7	-	-	69	-	90	-	5.71	Outstanding	02/05/2018
Herschel Grammar	122	0.74	0.54	0.97	67.0	68.0	74.0	91	90	94	35	43	6.01	6.63	Outstanding	18/09/2012
The Langley Academy	175	0.23	0.19	0.35	46.2	45.8	48.0	36	43	44	17	25	3.84	4.01	Good	28/11/2017
Langley Grammar	153	0.64	0.96	0.55	71.9	76.6	73.5	98	99	97	72	85	7.07	6.99	Outstanding	06/03/2007
Lynch Hill Enterprise	57	-	-	-0.16	-	-	44.4	-	-	42	-	9	-	3.84	No Designation	N/A
Slough and Eton CE	171	0.22	0.18	0.09	43.0	43.5	43.0	37	37	39	5	4	3.38	3.28	Outstanding	21/11/2013
St Bernard's Catholic	115	0.68	0.33	0.53	71.0	69.8	72.7	97	91	96	88	95	6.68	6.91	Outstanding	29/09/2011
St Joseph's Catholic	130	0.58	0.55	0.43	49.8	49.8	50.7	41	47	47	69	75	4.55	4.65	Good	12/01/2016
Upton Court Grammar	146	1.19	0.99	0.73	72.4	71.0	71.9	98	96	97	95	95	6.80	6.80	Outstanding	30/01/2008
The Westgate	157	0.53	0.29	0.25	50.1	47.0	46.8	52	44	45	30	16	4.15	3.88	Outstanding	31/10/2018
Wexham	152	-0.61	-0.86	-0.62	32.4	34.9	37.4	21	14	29	29	30	3.17	3.30	Good	21/11/2017
Arbour Vale	28	-1.38	-1.41	-	0.8	0.0	-	0	0	-	0	-	0.00	-	No Designation	N/A
Slough LA	1854	0.32	0.30	0.28	52.2	53.2	53.4	56.1	56.7	57.1	41.5	47.4	4.70	4.73		
National		-0.03	-0.02	-0.03	46.3	46.5	46.7	42.6	43.3	43.0	38.4	40.0	4.04	4.07		
Slough LA - National Diff		0.35	0.32	0.31	5.9	6.7	6.7	13.5	13.4	14.1	3.1	7.4	0.66	0.66		
Slough national ranking		14th	17th	16th	9th	7th	10th	9th	8th	7th	54th	33rd	12th	11th		
Slough LA	2753	0.32	0.30	0.28	52.2	53.2	53.4	56.1	56.7	57.1	41.5	47.4	4.70	4.73		
Pupils resident of Slough	1699	0.18	0.20	0.19	47.4	48.9	49.4	45.8	47.7	48.2	33.9	38.6	4.25	4.29		
Slough non-selective scho	584	0.10	0.08	0.13	43.0	43.9	45.4	36.3	37.7	41.2	26.7	35.2	3.73	3.87		
Slough selective schools	2169	0.83	0.72	0.69	70.6	71.4	73.0	95.9	94.3	96.1	70.8	80.2	6.63	6.84		
National: state funded schools only		-0.03	-0.02	-0.03	46.3	46.5	46.7	42.6	43.3	43.0	38.4	40	4.04	4.07		

2016 to 2019 figures based on DfE statistical release and secondary performance tables dated Jan 2020

KS5 results by school

A level performance													
	Number of students entered	Progress score			Average point score per entry			Achieving AAB or higher in at least 2 facilitating subjects			Student's best 3 A levels (points)		
		2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Baylis Court School	65	0.02	0.20	-0.17	33.73	34.83	31.53	0.0%	3.3%	3.5%	35.66	35.94	31.64
Beechwood School	26	0.07	0.00	0.32	25.00	30.27	29.85	SUPP	0.0%	0.0%	SUPP	36.33	30.00
Herschel Grammar School	160	-0.08	-0.08	-0.06	34.52	35.55	37.24	21.1%	22.4%	35.2%	37.27	37.69	37.95
The Langley Academy	108	-0.14	0.15	-0.21	23.84	29.61	25.08	0.0%	13.3%	4.1%	28.01	31.51	26.04
Langley Grammar School	158	0.13	0.09	0.04	40.22	38.79	38.75	35.9%	26.8%	28.8%	42.52	39.80	39.35
Slough and Eton CE Business School	106	-0.02	-0.16	-0.36	26.98	23.79	22.20	4.8%	5.6%	3.1%	33.02	22.65	22.76
St Bernard's Catholic Grammar School	127	-0.19	0.01	-0.45	35.48	37.98	33.32	27.1%	29.4%	16.7%	37.57	38.99	33.09
St Joseph's Catholic High School	68	0.02	0.28	-0.21	26.74	28.97	24.76	0.0%	3.5%	1.6%	32.53	25.50	23.28
Upton Court Grammar School	143	-0.12	-0.21	-0.30	31.39	31.80	31.60	20.9%	18.8%	21.1%	36.44	35.77	33.56
The Westgate School	56	0.03	-0.19	-0.47	27.42	23.61	26.41	11.1%	3.6%	4.5%	34.44	27.50	27.63
Wexham School	55	-0.24	-0.23	-0.22	21.13	21.65	18.20	0.0%	0.0%	0.0%	26.27	21.14	19.24
Arbour Vale School	0	NE	NE	NE	NA	NA	NA	NA	NA	NA	NA	NA	NA
Slough LA	1072	-	-	-	31.41	31.58	30.54	16.9%	13.7%	12.3%	34.88	32.90	29.86
National: state funded schools only	-	0.00	0.00	0.00	31.13	32.12	32.87	14.3%	13.7%	14.1%	34.09	32.49	32.89
Slough LA - National Diff					0.28	-0.54	-2.33	2.6%	0.0%	-1.8%	0.79	0.41	-3.03
Slough national ranking (out of 152 LA's)					50th	76th	116th	29th	60th	76th	43rd	56th	123rd

LA Quartiles

1st Quartile
2nd Quartile
3rd Quartile
Bottom Quartile

Progress Description

Well Above Average
Above Average
Average
Below Average
Well Below Average

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel

DATE: 16 July 2020

CONTACT OFFICER: Cate Duffy, Director of Children, Learning and Skills
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WARD(S): All Wards

PART I
FOR COMMENT & CONSIDERATION

COVID-19 IMPACT ON EARLY YEARS SERVICE

1. Purpose of Report

To provide an update to members of the Education and Children's Services Scrutiny Panel on the effects of Covid 19 on the early years sector across 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

3.1. Slough Joint Wellbeing Strategy Priorities

The services described in this report and the improvements being made to them support the following priorities:

Priorities:

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

3.2. Five Year Plan Outcomes

This report refers to priority outcome 1 of the Five Year Plan

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

4. Other Implications

(a) Financial

Early years provision is funded by the Dedicated Schools Grant (DSG) across the range of statutory funded early education entitlements; *2yr olds (15 hours), 3 and 4yr olds (15 hours, universal entitlement) and *3 and 4yr old (30 hours, extended entitlement) * subject to eligibility criteria.

Central financial, administrative and advisory functions are also funded from the centrally retained element of the Dedicated Schools Grant.

(b) Risk Management

Each of the targets within the Outcome 1 plan are 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 the local authority'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

5.1 Statutory Duties

The local authority has a statutory duty, enshrined in legislation, for the provision of early education. The duty is detailed in the following sections of the Childcare Acts 2006/16:

Childcare Act 2006:

- Section 6 secures sufficient childcare for parents;
- Section 7 secures early years provision free of charge;
- Section 7A discharges its duty;
- Section 9 gives local authorities the power to attach requirements to the arrangements they make with providers (other than the governing body of a maintained school) to deliver childcare including free early years provision;
- Section 9a allows regulations to be made which prescribe the requirements local authorities may or may not impose when they make arrangements;
- Section 12 provides information, advice and assistance to parents about childcare in the area;
- Section 13 secures the provision of information, advice and training to childcare providers and childcare workers

Childcare Act 2016:

- Section 1 places a duty on the secretary of state to secure the equivalent of 30 hours free childcare over 38 weeks of the year for qualifying children;
- Section 2 allows the secretary of state to discharge her duty under section 1 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children;

5.2 Early Years Strategy and key functions

The key statutory functions for Slough Borough Council include:

- management of statutory funded early education entitlements
- supporting and monitoring standards and provision across early years settings
- SEND services and support for early years provision
- the moderation of EYFS (Early Years Foundation Stage) statutory assessment
- Slough's network of children's centres
- Undertake an annual childcare sufficiency assessment.

There is Cabinet support for the network of children's centres and development of additional early years and childcare places across the sector as part of the annual childcare sufficiency assessment. Longer term, the service intends to:

- review and redesign services towards a more sustainable and integrated model, including the network of children's centres
- contribute to reductions in the levels of obesity at the end of the foundation stage
- improve the oral health among under 5's
- increase boys attainment and reduce the gender gap in attainment at the end of the foundation stage
- increase the number of childminders undertaking the I Talk programme
- develop early years and childcare places in order to meet demand through the provision of a sustainable market aligned with wider regeneration developments
- support the development of gender diversity and qualification levels within the early years workforce with a specific focus on recruitment and retention
- ensure inclusive provision for children enables the early identification of specific needs, including SEND and provides access to free early education and appropriate support services.

5.3 The impact of Covid 19 across the early years sector

Since the lockdown was first ordered by the Prime Minister, Boris Johnson on 23rd March 2020 the early years service mobilised to meet the needs of the early years sector and implemented the service's business continuity plan.

The Department for Education instructed all early years settings (and schools) to close with the exception of providing services to the children of key workers and vulnerable children.

As a result, the below tables illustrate the operational levels across the borough in the first two weeks of the lockdown:

Numbers	Provider type	w/c 23.03.2020 operational providers	27%
109	Childminders	27	25%
5	MNS	1	20%
30	PVI	13	43%
10	Children's Centres	1	10%

		w/c 30.03.2020 operational providers	16%
109	Childminders	17	16%
5	MNS	1	20%
30	PVI	5	17%
10	Children's Centres	1	10%

In contrast, the following tables show more recent operational levels across settings:

Numbers	Provider type	w/c 22.06.2020 operational providers	46%
109	Childminders	48	44%
5	MNS	5	100%
30	PVI	10	33%
10	Children's Centres	8	80%

		w/c 29.06.2020 operational providers	54%
109	Childminders	50	54%
5	MNS	5	100%
30	PVI	20	67%
10	Children's Centres	8	80%

Throughout lockdown, the early years service has maintained daily and weekly contact with all providers across the town inc:

Communications with the early years and childcare sector

- Between 23rd March and 28th May 2020 the Early Years and Prevention Service sent out daily news e-bulletins to all early years providers in Slough regarding local and national changes to legislation, guidance updates and news services as a result of the COVID pandemic.
- From the 29th May the Early Years and Prevention Service produced a daily newsletter providing the sector with information regarding COVID 19, recovery planning and government and local sector updates. More recently we have reduced this newsletter to twice weekly to help the sector balance requirements and in total 17 newsletters have been distributed to date.
- All news bulletins and newsletters are available on TheLink website <https://thelink.slough.gov.uk/news/covid-19-latest-updates-schools-early-years-and-fe-providers>

Provider Support

- On 29th May after the government announced plans to reopen early years and childcare provision to more children, Slough Early Years and Prevention Service published an Early Years and Childcare Recovery Action Planning document: <https://thelink.slough.gov.uk/la-services/early-years-business-development>
- The service has been providing support to all early years providers; settings and childminders through weekly contact calls and emails to address their reopening plans including managing risk assessments and adapting their provision and practice following the Government guidance for CV19, as well as providing advice and recommendations for supporting families and carers with home learning for the children not attending settings during lockdown and those that remained closed. Most recently discussions around supporting children's transition to school has been a priority and facilitating sharing information with schools
- The early years SEND team continue to provide support for providers with children who have identified SEND needs and facilitating assessment and advice to support next steps for plans, individual behaviour plans and risk assessments
- Where settings have remained closed the team have worked with owners and nursery group managers to ensure that contact with the local authority has been sustained and information is shared regularly so that they are supported with reopening
- Families and carers with children with identified SEND and complex needs receive a minimum of a weekly call from their allocated teacher to ensure their wellbeing and provide advice for supporting their child at home as well as signposting to other services during lockdown. The team are working with families and settings to plan for and support transition to their new settings in September
- Providing support to follow the guidance and settings own risk assessments and procedure when there has been a potential case of CV19 identified.

Lost Learning – supporting quality home learning during lock down

- The team worked with maintained nursery schools and children's centre staff to develop a home learning pack covering all aspects of the early years curriculum including activities that families can adapt to items they will have easy access to at home, and a section to address children with SEND and sensory needs. Resources such as social stories to support children's understanding of returning to their setting and being able to communicate their feelings and experiences around Covid 19 have also been developed by the service and shared with providers, families and children
- Outdoor learning: another document to support early years practitioners and families with the importance of outdoor learning and how to make the most of this in settings and in local parks / green spaces around Slough was produced and made available
- Assessment aide memoire – a supportive document for early years practitioners looking at good practice in assessment; what to do at different stages in the early years, what you should notice and observe and how assessments are used for planning, provision and supporting the next stage of children's learning including transitions.

- Transition document and tool kit for early years providers to support the planning for children's transition and sharing information as a partnership with parents and the new setting <https://thelink.slough.gov.uk/early-years/early-years-foundation-stage>
- The early years foundation stage, Bursts for Learning <https://www.slough.gov.uk/schools-and-learning/early-years-and-childcare.aspx> covers all aspects of the curriculum
- Recommendations including websites and the Bursts for Learning document have been shared across the town
- Discussions with early years providers is currently focusing on preparing for the autumn term; the returning of children after lockdown and summer holidays as well as settling in new children, children's learning and expectations following the time away from the setting, the emotional and mental wellbeing impact of the current CV19 situation for children, families and staff, what learning looks like in the provision that has been adapted to meet the government guidance of social distancing and risk assessments.

Vulnerable and children of keyworkers

- Following the Government guidance on vulnerable and children of keyworkers, early years providers have been supported to enable them to provide spaces to attend during lockdown. Where settings were unable to remain open, families have been supported to access alternative provision and settings by a dedicated section on the Family Information Service website
- As settings reopened from the 1st June, providers have used the government guidance to identify vulnerable and keyworker children to extend their offer
- The service has gathered and collated information to track the numbers of children attending settings and which of those are vulnerable and keyworker children.

Closure rates from 23 March 2020 and the incremental opening of services inc Children's Centres

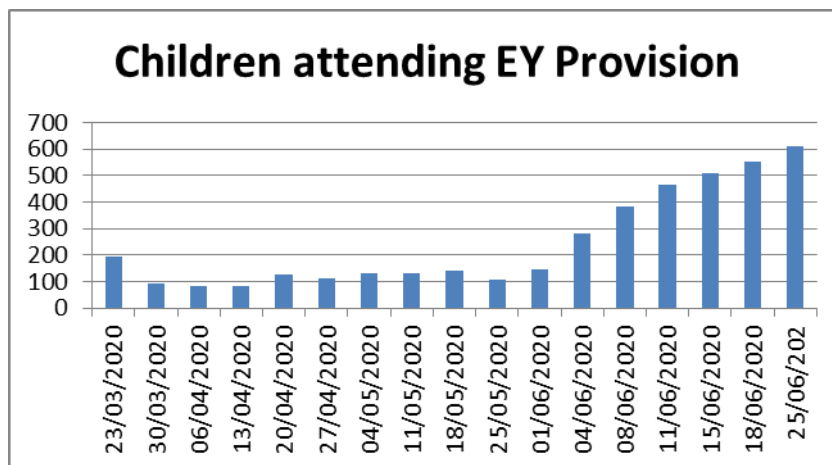
- Penn Road Children's Centre remained open during lockdown with the remaining centres reopening from 01.06.20; except Wexham Road and Chalvey Grove Children's Centres
- Priority vulnerable and key worker children attended the Penn Rd site; nursery managers worked with their staff teams and families to identify children that required ongoing childcare during lockdown
- Penn Rd Children's Centre was able to provide key worker childcare to children whose setting was closed during lockdown
- Staff worked on planning and providing home learning activities including videos which have been shared on social media and as part of the Burst for Learning resource pack.

Training and Continuing Professional Development (CPD)

- On 1st June the service published information in the daily newsletters regarding online CPD opportunities for sector professionals, this included safeguarding, supporting children with SEND, Introduction to Adverse Childhood Experiences (ACEs), Health and Social Care Prevent, COVID-19, The Skills Tool Kit and a directory of further courses <https://thelink.slough.gov.uk/early-years/cpd>

Number of children attending early years and childcare provision

- Since lockdown began on 23 March 2020, the lowest number of children attending early years and childcare was on 6th April with 81 children and gradually since restrictions have eased the numbers have incrementally risen to 610 children.



- Throughout June, 85 early years providers were open representing 55% of the total number
- It is anticipated that during July and August another 16 providers will reopen taking the total number to 66% and by September another 26 will open taking the total to 82% (please note this figure fluctuates with the issue of governmental guidance and staff well-being).

Ofsted

- The Service Lead participated in joint interviews with Ofsted and the DfE regarding early years provision which supported Ofsted's work with the DfE through the REACT group (made up of DfE staff from all of their teams, including early years and Regional Schools Commissioners) to help them organise their risk assessment work in relation to cases and re-inspections.
- Settings of concern: the service has continued to work with Ofsted to raise concerns about settings in particular one provider who was evicted during the lockdown and began operating from domestic premises.

Sustainability and sufficiency of provision

- Throughout lockdown some providers have accessed government financial support such as the job retention scheme, self employment scheme, business rates relief, small business grants, business loans and the local authority discretionary grant. This support has been invaluable during a time when many settings were closed or unable to operate at full capacity, meaning income was low and expenditure continued at the same rate. Without this support many settings could have permanently closed. There are a few providers who were ineligible for any governmental support due to their structure and the service continues to have concerns about their financial sustainability.
- The service has raised concerns with the DfE about the sectors' medium and long term financial sustainability, which is primarily down to future participation rates and the uncertainty of how funded early education will be paid.
- Government guidelines initially stipulated that all providers worked in 'bubbles' capping numbers in order to provide a safe environment for children. This meant that many settings have been operating at a loss due to high staffing costs and low participation rates. There is currently very little opportunity for settings to build up income which they would normally do this time of year to financially support the autumn term when participation rates are much lower.
- The service is awaiting confirmation the DfE regarding how local authorities can pay for funded early education. Currently funding can only be paid when a child is in a place (previously places that were available but not accessed were funded). If participation rates are considerably lower in the autumn term and the funding available is also lower, many providers will financially struggle and this could cause them to permanently close.

This would generate a sufficiency issue and impact the council in relation to its statutory duty.

- There are approximately 27 childminders who are uncertain about their continued future following Covid. Numbers of childminders both nationally and locally have been on the decline for many years and the recruitment and retention remains a high priority for the service. We are promoting childminding opportunities and continuing to offer support to existing childminders across the town.

Financial uncertainty issues - the early years service has submitted the following questions to the DfE:

- How are DfE proposing to financially support the long term impact of COVID 19 on the sector?
- How are DfE proposing local authorities pay autumn term early education funding to providers, will this be based on actual number of children or based on actual numbers from previous years/terms? We know many parents will still be apprehensive in September about using early years and childcare provision and this will impact on the sectors' participation rates causing them financial hardship. Also during the summer term many providers would have made a small profit to support the autumn term when numbers drop but staffing levels remain the same, again causing financial hardship in the long term?
- Will updated guidance confirm transition options for September regarding dates, funding to support transitions? Many children will need extra settling in sessions this September so providers will offer staggered starts. Historically, parents continue to send their child/ren to their existing childcare provider whilst their child is settling in with their new provider. This often means splitting the funding which is difficult for the providers to financially sustain (they continue to have the same staffing requirements).
- What operational procedures will early years providers need to put in place with regards to class sizes / bubbles and space requirements and how these might impact on the EYFS Statutory Framework? How will the proposed operational plans link with government support for the sectors financial viability? For instance, less children but high staffing levels to accommodate bubbles, current financial support such as the job retention scheme will not support this way of working.
- Will there be any support with transitions for the MNS sector?

Marketing and promotions

- The service will be implementing marketing plans to help regenerate the market, particularly for new children starting in the autumn term.
- The take up of 2 year old funding is much lower than pre pandemic levels therefore we are looking to raise parent's awareness of the benefits of early education, the funding entitlements and how to access a place.
- Following the reopening of settings the service has shared messages about what the sector is doing to support children and families and what procedures they are putting in place to keep them safe once they start back.
- The marketing materials include specific messages about the use of childminders, as families will be apprehensive about using childcare generally but more specifically childminders.
- Workforce development plans currently focus on the recruitment and retention of childminders. The service is targeting marketing plans at people who may want to continue to work from home and have a keen interest in a career in early years and childcare. We are looking at support packages that help to support people who would like to become a childminder and plan to run recruitment information sessions online in order to support new practitioners into the sector.
- Messages regarding help with childcare costs have also been promoted.
- The service's Bright Futures campaign material has been used to support all promotional work regarding funded early education, childcare and workforce recruitment.

- The Family Information Service have been supporting families to find provision and answer questions that may lead to children starting a placement.

Transition issues with children taking up school places in the autumn term

- Support has been provided for settings and families to confirm offers of school places with the Admissions Team and enable applications to be completed and submitted
- SEND families receiving support from the service are able to discuss preparing for school and planning for September with the new setting
- Identification of children and planning for transition has been discussed with settings and where needed support to contact schools – making use of the new guide
- Preparing for school and signposting settings to websites that they can use with families has formed part of the transition conversations and support provided.

Case studies to illustrate the impact on providers- Appendix 8

- Please see newsletter 10th June for an article from a childminder about her experience of reopening following closure due to Covid
- Please see newsletter 11th June for an article from a children's centre manager about what the children's centres have experienced during the Covid pandemic.

6. Comments of other Committees

This information has not been to any other committees.

7. Conclusion

The early years sector has responded well to the impact of the pandemic and mobilised sufficiently to meet the needs of children of keyworkers and vulnerable children. There remains funding uncertainty for the autumn term which is normally offset by increases during the summer term. Transitional flexibilities will support providers through financial uncertainty. If resources are not forthcoming this will impact of the sufficiency of providers and early education and childcare places which has a direct impact on the council's statutory duties.

8. Appendices Attached

Appendix A – Newsletters (referenced from case studies regarding the impact of Covid19 on early years providers).

9. Background Papers

1. Early Years Strategy 2019-22 (on request)

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RECOVERY PLANNING FOR EARLY YEARS AND CHILDCARE PROVIDERS

Early Years and Prevention Service COVID-19

IN THIS ISSUE: 10TH JUNE 2020

Recovery Planning

Why is Early Years Education important?

It is important In these uncertain times to remind parents why early education is key to their child's development. Many families are considering their options and thinking about their need to use early years and childcare provision. Some are now use to their children being at home and others are unsure about how safe their child will be at an early years setting.

We all need to share the key messages to remind parents why early education is so important, as well as letting them know what procedures the setting is putting in place to ensure the risks of COVID are minimalised.

There are many studies and research projects that have validated the significance and impact of a good early education, why not share some of the findings with your families and potential future families?

- A major study on the impact of effective preschool education, (Effective Provision of Pre-school Education) commissioned by the Department for Education and Skills, found that early education improves a child's development and behaviour and children who start their early education under the age of three years have 'better intellectual attainment and peer relationships'.

<https://discovery.ucl.ac.uk/id/eprint/10005309/>

- The EPPE study also found that children who attend a good early education setting start school with a cognitive advantage and the longer children are in an early years setting, in months and years rather than the number of hours per day, the greater the advantage they have.

<https://discovery.ucl.ac.uk/id/eprint/10005309/>

- A second major study also funded by the Department of Education – Effective Preschool, Primary and Secondary Education (EPPSE) found that early education experience continues to influence a child's development throughout their learning journey until the age of 16 and children who attend effective, high-quality preschools for a longer duration show better intellectual and social profiles.

<https://www.ucl.ac.uk/ioe/research-projects/2019/mar/effective-pre-school-primary-and-secondary-education-project-eppse>

- Early Education starts before a child is born "It is scientifically proven that, the period from pregnancy to age 3 is a very sensitive period for brain development" NURTURING CARE FOR EARLY CHILDHOOD DEVELOPMENT [World Health Organisation](#)



Why is Early Education important?

Study of Early Education and Development (SEED) highlights the value of early years education for all; pages 1 - 2



MARY'S DAYCARE REOPENING AFTER LOCKDOWN

Ofsted registered Outstanding Childminder shares her story about reopening after a period of lockdown; page 3

The benefits of good early education



•“The first five years are critical to a child’s lifelong development and early education can play an important role in determining their success. A child’s early experiences influence their brain development, establishing the neural connections that provide the foundation for language, reasoning and problem-solving, social skills, behaviour and emotional health – characteristics that are significant factors in each child’s success at school and beyond. The early years are therefore the most important time when the foundations for learning are built through purposeful play in safe, stimulating, learning environments, with the support and guidance of Early Years educators who respect and value the importance of developmentally appropriate teaching and learning strategies”. [Bright Horizons](#)

•Study of Early Education and Development (SEED) highlights the value of early years education for all. The findings published by the Department for Education July 2018 which tracked 6,000 children from the age of two concluded that childminder settings were found to improve children’s language development between the ages of two and three, while children who spent time in nurseries were found to have improved social and emotional development and get on better with their peers. The report found that a rich home learning environment had

beneficial effects on cognitive and socio-emotional development, but these were largely independent of the effects of ECEC on outcomes.

<https://www.gov.uk/government/collections/study-of-early-education-and-development-seed>

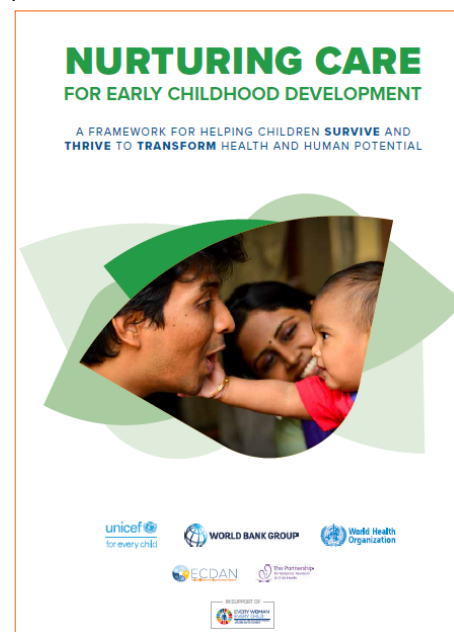
In 1997 Effective Pre-School, Primary and Secondary Education (EPPSE) was instigated as the UK’s first major study to focus on the effectiveness of early years education. More than 3,000 children were assessed at the start of pre-school (at approximately three years old) and their development monitored as they entered school until they made their post-16 education, training or employment choices. Children were assessed at the start of the study and on entering school at primary ages 6, 7, 10 and 11 and secondary ages 14 and 16. A sample of children with no pre-school experience was used as a comparison to the main study.

What were the key findings?

- Children who had early years education gained higher English and mathematics GCSE results and were more likely to achieved five or more GCSEs at grades A*C.
- Children who had experienced high-quality pre-school education were better at self-regulation, social behaviour and less inclined to hyperactivity.
- Children who had experienced high-quality pre-school settings were more likely to follow a post-16 academic path.

With less face to face contact with parents and prospective parents at the moment remember to use as many means as possible to reach out and remind parents of the services you offer. Send out messages to remind parents of the various funded early education offers such as 2 year old funding, 30 hours childcare, help with childcare costs including tax free childcare.

To ensure places can be taken up in the autumn term applications for 2 year old funding and 30 hours childcare need to be made or reconfirmed before 31st August. It’s best to prompt parents now so they don’t miss out.



SOCIAL MEDIA

The Early Years Service have already started to share some key messages on social media please check out the councils twitter page <https://twitter.com/SloughCouncil> and our own early years facebook page <https://www.facebook.com/sloughearlyyears/>



MARY'S DAYCARE: REOPENING AFTER LOCKDOWN



Ofsted registered Outstanding Childminder shares her story about reopening after a period of lockdown

Dear all

I hope you're all well and keeping safe during these disconcerting times. No one could ever have prepared for the current situation.

My doors re-opened this week and with a staggered, carefully planned transition - I warmly welcomed the children to the 'new normal' and they were delighted to be reunited with their peers. It was a great feeling to finally be back with the children. The children wasted no time in getting involved in their activities and enjoyed being outdoors.



Considering mental health and well-being for many children, returning to a childcare setting after an extended break can feel a bit daunting. To support mental health I was able to answer questions they had. This was supported by Axel Scheffler's new, free information book 'Coronavirus - book for children'

Another fantastic resource I found was Dr Zand and Dr Chris on operation ouch (CBBC).

On reflection I was quite anxious about health and hygiene but I realised whilst putting in place my risk assessment that good hygiene is something that I always take pride in and has always been normal practice within my home setting.

The new trend! Wipe and clean resources! This week I made wipe and clean story cards, used bath crayons (so easy to wash) and foam bath puzzles to go in our water tray.



Sector Updates

The Oral Health Improvement Team

Following advice from our Infection Control Team at Oxford Health NHS Trust and Public Health England, it has been agreed that due to the Coronavirus Pandemic to suspend tooth brushing for the current time in Schools, Nurseries, Early Years Settings and Special Schools where children are in a contained area and would be tooth brushing together. This offers further protection to all those involved, both in the activity and supervision from a small risk of spray.

We have also been advised that current 'used' toothbrushes should be disposed of. It is advisable that all storage equipment, brush buses etc. to be thoroughly cleaned for storage and future use. New toothbrushes can be made ready (in wrapping) for use when things settle.

This is of course only a suspension for the Early Years/school settings. We would still like you to encourage your children to be brushing their teeth before they come to your settings and of course at night time before bed, and following a healthy lifestyle.

Regarding accreditation: this will not change the Accreditation Award you have at the present time. This will not affect you working towards the Silver Award or the preparation work for the Gold Award Accreditation.

When things settle and tooth brushing can be resumed in settings, we can then accredit your setting with a Gold award if your children are tooth brushing to the correct guidelines.

If you require any further training materials or would like any further information regarding our online training please contact us at Oral.Health@oxfordhealth.nhs.uk

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Further to our correspondence regarding PPE the council now has a web form for you to access rather than use the email address. You can find the web form here:

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V1.1.pdf

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We have been informed that some schools across Berkshire have been using it on food contact surfaces. It is not designed for this purpose.



Schools letter Bowak
Jangro disinfectant -

Government Updates

A letter addressed to the Head of Early Years from Jo Mackie, Deputy Director, Early Years Strategy and Entitlements - Department for Education

The Coronavirus Job Retention Scheme

On 29 May the Chancellor announced upcoming changes to the Coronavirus Job Retention Scheme (CJRS). These changes include new flexibility for employers to agree any working arrangements with previously furloughed employees from 1 July. HMRC will publish further detailed guidance on this, and the DfE guidance, available [here](#), will be updated accordingly.

As previously, providers should now only access the CJRS if necessary, and only if the conditions set out in DfE's guidance continue to be met, where there is a lack of demand for places that requires a continued full or partial closure.

The latest date that providers can furlough staff that have not been furloughed before is 10 June. All staff that have been furloughed at least once by this date – whether or not they are on furlough as of 10 June – will continue to be eligible for the scheme after 1 July. In the great majority of instances we expect that providers will be removing some or all of their staff from furlough, given the wider opening that is now possible. However, we recommend that providers consider their own circumstances and whether it is necessary to furlough additional staff by 10 June (while continuing to ensure the conditions set out in DfE's guidance are met).

The Department for Education would expect providers to bring staff off furlough and back to work as demand increases. In practice this will mean that, for example, if a provider has furloughed six members of staff, and they need three back at work in order to meet demand for childcare, then they should bring three staff off furlough and back to work, and reduce their claim on the CJRS accordingly. We encourage providers to keep in contact with their LA about their circumstances to ensure they have the information they need to help with local planning, and ensure that parents have access to the places they need.

30 hours code validity dates

The Department for Education has previously asked local authorities to use their discretion to relax the validity dates on 30 hours codes where parents were ordinarily eligible and expecting to take up a 30 hours childcare place between 1 April 2020 and 31 August 2020, but have missed the reconfirmation/application deadline of 31 March 2020. This will enable children to take up their places in the summer term.

Previously, only the children of critical workers, and children who are vulnerable, are able to access childcare. Now that early years settings are open to all children, we are asking local authorities to exercise their discretion in accepting the codes of all children who missed the 31st March deadline, provided they meet the eligibility criteria and where there is capacity for providers to take them on. Providers and local authorities will need to confirm that the child taking up the place did in fact attend before 1st April 2020 to ensure they are eligible for a 30 hours place in the summer term.

We are still encouraging parents to continue to apply for, and reconfirm, their 30 hours entitlement, even if they choose to keep their child away from their childcare setting, to help them prepare for their transition back into childcare attendance in September.

Funding

The DfE are planning to talk to LA heads of early years teams, sector providers and their representatives regarding the current and future funding arrangements. As soon as the LA has more information on this it will be shared with the sector.

LGA Early Years Reference Group

We would like to highlight [yesterday's announcement](#) from the Chancellor that parents on statutory maternity and paternity leave who return to work in the coming months will be eligible for the furlough scheme even after the 10 June cut-off date. Claims from July onwards will be restricted to employers currently using the scheme and previously furloughed employees. However, this announcement confirms that parents on statutory maternity and paternity leave who return to work in the coming months after a long period of absence will be permitted to be furloughed. This also applies to staff on adoption leave, shared parental leave, and parental bereavement leave.

On holiday programmes, there is still no decision on whether these will be allowed to go ahead. There are a few parliamentary questions ([here](#) and [here](#)) awaiting an answer which may give some more insight and help move things along. I will let you know when answers are published.

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RECOVERY PLANNING FOR EARLY YEARS AND CHILDCARE PROVIDERS

Early Years and Prevention Service COVID-19

IN THIS ISSUE: 11TH JUNE 2020

to show them what the 'new normal' environment looks like

Recovery Planning

Building confidence

It is at times like this that many people will be feeling uncertain about different situations and using early years and childcare provision may be something that parents are unsure about. Parents may currently have a choice about accessing provision and some may not, either way we all have a role to play in promoting the positive outcomes that early education can have for children.

Consider what your setting could be doing to support the changes and support families who are unsure about using early years and childcare provision now and in the future. There are many things that each provider could do to engage families at this time, even when you might not be able to show prospective parents around.

Some suggestions to consider:

- Share the benefits of early education via your newsletters, websites or social media
- Share videos and photo's of what the setting now looks like
- Share videos and written materials about the routines and structure of the day
- Share videos of the practitioners talking about the new procedures and processes that have been introduced, including health and hygiene, key worker groups, risk assessments, when should they not

attend, what resources have been restricted and why etc.

- Take and share photo's of the staff team
- Share home learning opportunities
- Share regular communications, including photo's of children playing in the setting
- Talk about the extended support services that providers can offer children and families such as links with the health visiting team, speech and language support
- Make regular phone calls to families to find out how they are and what support they might need
- Talk to new parents about why your setting is the setting they should choose for their child
- Talk to families about transitions, this could be from home to the setting, from one area of the setting to another
- Promote outdoor learning and the benefits of it for young children
- A personal letter or postcard from the key person over the summer and/or a personal video message so they can replay it
- Parent testimonial / voice of the child – why they are happy to come back, what have they missed
- Invite them to visit the garden area when all of the other children have gone home
- Use zoom to connect with those children at home so they can see their friends in the setting and also have it as an opportunity



BUILDING CONFIDENCE

Consider what your setting could be doing to support the changes and support families who are unsure about using early years and childcare provision now and in the future. Page 1



IS IT SAFE?

Penn Road Children's Centre Manager shares her experiences of reopening for more children following the lockdown period. Page 2

Is it Safe?

The news came on the 24th May 2020 that all early years settings could reopen and welcome children back into their settings. If you were anything like us that felt like a mountain to climb, even though we had continued to run one of our children's centres for key workers and vulnerable children. Having only just got used to newly developed ways of working, ensuring our children and their families had regular contact and the opportunity to continue their learning at home with activities set by their key person, things were about to change again! So what did this new 'new normal' entail? Wading through numerous government guidance to understand the best and safest way to open for all children and staff, meant turning everything we know as early years professionals on its head and planning how we would do things differently.

The first mammoth task was to find out if families wanted their children to return on the 2nd June. The children's centres made phone calls and sent emails to ask if children required a space, on top of our regular weekly contact with all families. This produced a range of questions from families; is it safe to return?; how are you going to keep my child two metres from everyone else?; why does it need to be different?; are you taking everyone's temperature when they arrive? – just a few of the questions we have been asked.

So what was our response to the biggest question of all, 'is it safe?', we hear you ask....To be honest, all anyone can do is to make it as safe as possible and don't we all wish it was a simple as saying that sentence. This has involved deciding different phases for children to return, creating 'social bubbles', staggered drop off and collection times, removal of all soft furnishings and toys including difficult to clean equipment, development of extensive cleaning schedules, two metre markings outside the entrance so that families can socially distance while they wait, the creation of sanitisation stations and isolation rooms, guidance for families about how we will be operating and a guide to be shared with the children before we welcomed them back to support their transition to 'the new normal'. Using the Early Years Service guidance helped no end!



We are now on our second week and the children have been amazing, the resilience and sheer enjoyment they have shown in all opportunities presented to them has been wonderful to see. Their responses to new routines and the changes to the environment have shown that, done in the right way this can be positive for children. It is difficult to keep two metres apart, that goes with out saying, we are early years professionals, how do you not hug a child who is upset?;how do you stop a two or three year old from playing alongside another child as they slowly creep closer together, lost in their play? You don't, you have to accept that some things are going to happen, but as long as you ensure you are following all safety guidance, stay within your bubble and reminding children to try and keep two metres apart, we can reduce the risk level significantly.

A week on, our children and families are now familiar with the routine and arrive promptly, at the allocated gate two metres apart from each other but still in full conversation. We have added in an 'X' marks the spot which indicates the point at which the child says goodbye to the person dropping them off and then joins the staff member meeting them at the gate. A simple but effective measure and this has been really positively received, with children and their families enjoying this moment to aide transition.

What happens if a bubble 'pops'? Unfortunately, it is almost inevitable, and it already has happened to us in Slough Children's Centres! The best advice we can offer is to talk to your families. Be open and honest from the start so they know what to expect if a child or staff member develops symptoms or tests positive (we have this covered in our guidance to parents and families). We have decided that if someone displays symptoms while in a Children's Centre, that social bubble of both staff and children will be asked to self isolate until a test can be completed to confirm either way. Families have responded positively to this stance and appreciate that we are acting in the best interests of everyone and as quickly as possible.

Some times, regardless of how different things are there is always a silver lining, children in their early years have shown they can adapt at a flick of a switch but so can the early years professionals and providers, learning together, even if it is at the speed of lightning we welcome the 'new normal' until its



Sector Updates

The Oral Health Improvement Team

Following advice from our Infection Control Team at Oxford Health NHS Trust and Public Health England, it has been agreed that due to the Coronavirus Pandemic to suspend tooth brushing for the current time in Schools, Nurseries, Early Years Settings and Special Schools where children are in a contained area and would be tooth brushing together. This offers further protection to all those involved, both in the activity and supervision from a small risk of spray.

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Schools letter Bowak
Jangro disinfectant -

Government Updates

Preparing for the wider opening of schools and early years settings

Guidance on the actions for education and childcare settings to prepare for wider opening from 1 June, at the earliest, can be found here:

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

Guidance on implementing protective measures in education and childcare settings can be found here:

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

Guidance for early years providers to help them prepare to open their settings for children of all ages from 1 June can be found here:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-early-years-and-childcare-settings-from-1-june>

Guidance for parents and carers as schools and other education settings in England open to more children and young people can be found here:

<https://www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers>

[Supporting early career teachers](#)

Information for school leaders, early career teachers or newly qualified teachers on the Early Career Framework and the professional development package. Updated 'Rollout of Early Career Framework professional development package' with details about the PIN (prior information notice).

Latest shielding information for children

Health Policy team

This page provides advice to members on which paediatric patient groups should be advised to 'shield' during the COVID-19 outbreak, to protect those at very high risk of severe illness from coming into contact with the virus. It also provides frequently asked questions on how 'shielding' applies to children and families.



COVID-19---'shieldin
g'-guidance-for-childr

SLOUGH EARLY YEARS AND PREVENTION SERVICE: TELEPHONE: 01753 476554 / EMAIL: earlyyears@slough.gov.uk

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services Scrutiny Panel

DATE: 16th July 2020

CONTACT OFFICER: Tiran Khehra, Policy Insight Analyst
(For all Enquiries) (01753) 875560

WARDS: All

PART I
FOR COMMENT & CONSIDERATION

FORWARD WORK PROGRAMME 2020/21**1. Purpose of Report**

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

2. Recommendations/Proposed Action

That the Panel review the current work programme for the 2020-21 municipal year, and propose future topics for scrutiny as appropriate.

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

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

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

- Slough children will grow up to be happy, healthy and successful

4. Supporting Information

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

4.2 The current work programme will look at the recent COVID-19 crisis and how this has impacted the various elements that fall under the remit of analysis by the ECS Scrutiny Panel.

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

5. **Conclusion**

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

6. **Appendices Attached**

A – Draft Work Programme for 2020- 21 Municipal Year

7. **Background Papers**

None.

Education and Children's Services Scrutiny Panel Work Programme 2020/21

Potential Task and finish Group / Site Visits	
Potential Task and Finish Group	Site Visits: <ul style="list-style-type: none"> Slough Children Services Trust Solutions 4 Health (0-19 Service) Youth Parliamentarians Front Door Hub- journey of a case referral
Meeting Dates	
16th July 2020	
<ul style="list-style-type: none"> The School Standard Report General impact COVID-19 has had on The Trust services General impact COVID-19 has had on Early Years 	

Items deferred but will need reviewing during COVID recovery phase:

Joint Parenting Panel Annual Report

School Place Strategy/ Admission Service Update

Outcomes for children with disabilities

Annual Education Standards Report

Slough Children's Services Trust Annual Report (although this was emailed as information only)

Progress made since Ofsted ILACS inspection

School leavers readiness for work and higher education

21st October 2020
<ul style="list-style-type: none">• Training and apprenticeships
3rd December 2020
4th February 2020
16th March 2020
<ul style="list-style-type: none">• Annual education standards report.• Slough Children’s Services Trust Annual Report.