

# Children and Young People Overview and Scrutiny Committee

6 November 2013

## Agenda

A meeting of the Children and Young People Overview and Scrutiny Committee will be held in the **Committee Room 2, Shire Hall, Warwick** on **6 November 2013 at 10.00 a.m.**

### 1. General

#### (1) Apologies

#### (2) Members' Disclosures of Pecuniary and Non-Pecuniary Interests.

Members are required to register their disclosable pecuniary interests within 28 days of their election of appointment to the Council. A member attending a meeting where a matter arises in which s/he has a disclosable pecuniary interest must (unless s/he has a dispensation):

- Declare the interest if s/he has not already registered it
- Not participate in any discussion or vote
- Must leave the meeting room until the matter has been dealt with (Standing Order 42).
- Give written notice of any unregistered interest to the Monitoring Officer within 28 days of the meeting

Non-pecuniary interests must still be declared in accordance with the new Code of Conduct. These should be declared at the commencement of the meeting.

#### (3) Minutes of the meetings held on 14 August 2013 (Select Committee), 23 August 2013 (Select Committee) and 26 September 2013 (Call-in)

## **2. Public Question Time (Standing Order 34)**

Up to 30 minutes of the meeting is available for members of the public to ask questions on any matters relevant to the business of the Overview and Scrutiny Committee. Questioners may ask two questions and can speak for up to three minutes each. To be sure of receiving an answer to an appropriate question, please contact Georgina Atkinson 5 working days before the meeting. Otherwise, please arrive at least 15 minutes before the start of the meeting and ensure that Council representatives are aware of the matter on which you wish to speak.

## **3. Questions to the Portfolio Holders**

Up to 30 minutes of the meeting are available for members of the Committee to put questions to the following Portfolio Holders on any matters relevant to the remit of the Committee.

## **4. Support for Children in Schools**

To consider the options presented to address the shortage of Additional Needs places in the county and setting out alternative provision for those with Behavioural, Social and Emotional Difficulties.

To consider how members' comments have been addressed in respect of the progress of the Area Behaviour Partnerships in meeting the needs of pupils.

To consider and comment on progress towards the implementation of the national Special Educational Needs and Disability (SEND) reforms.

## **5. Impact of the Pupil Premium**

To consider the report and the development of a Narrowing the Gap Strategy which incorporates the recommendations of the commissioned report by National Education Trust (NET).

## **6. Update on the Ofsted Framework**

To consider the report and make any recommendation, as considered appropriate.

## **7. Memorandum of Understanding between Health and Wellbeing Board, Healthwatch and Overview and Scrutiny**

To consider and ratify the Memorandum of Understanding between the Health and Wellbeing Board, Adult Social Care and Health Overview and Scrutiny Committee, Children and Young People Overview and Scrutiny Committee and Healthwatch.

**8. Work Programme 2013-14**

To consider the Committee's updated Work Programme and future areas of scrutiny activity.

**9. Any Urgent Items**

At the discretion of the Chair, items may be raised which are considered urgent (please notify Democratic Services in advance of the meeting).

**10. Date of Next Meeting**

The next meeting has been scheduled for 22<sup>nd</sup> January 2014.

**Children and Young People Overview and Scrutiny Committee Membership**

**Councillors:**

Jonathan Chilvers, Yousef Dahmash, Peter Fowler, Bob Hicks (Chair), Julie Jackson (Vice Chair), Danny Kendall, Dave Parsons, Mike Perry (S), Jenny St. John. John Whitehouse (S)

**Co-opted members for Education matters:**

Joseph Cannon and Dr Rex Pogson, Church Representatives  
(Currently there are two vacancies for Parent Governor Representatives)

**Portfolio Holder relevant to the remit of the Overview and Scrutiny Committee**

Councillor Heather Timms – Children and Schools

For queries regarding this agenda, please contact:

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JIM GRAHAM  
Chief Executive  
Shire Hall  
Warwick



**Minutes of the meeting of the  
Children and Young People Select Committee  
held on 14<sup>th</sup> August 2013**

**Present**

**Members:**

Councillor Jonathan Chilvers  
Councillor Yousef Dahmash  
Councillor Peter Fowler  
Councillor Bob Hicks (Chair)  
Councillor Julie Jackson (Vice-Chair)  
Councillor Danny Kendall  
Councillor Dave Parsons  
Councillor Mike Perry  
Councillor Clive Rickhards  
Councillor Jenny St. John

**Other Councillors:**

Councillor John Beaumont  
Councillor Richard Chattaway  
Councillor Jose Compton  
Councillor Corinne Davies  
Councillor John Holland  
Councillor Caroline Phillips  
Councillor Jerry Roodhouse  
Councillor June Tandy  
Councillor Heather Timms – Portfolio Holder, Children and Schools  
Councillor Alan Webb  
Councillor Mary Webb  
Councillor Matt Western  
Councillor Chris Williams

**Officers:**

Anadini Arumugam, F2 Trainee, Public Health  
Jacquie Ashdown, Consultant, Public Health  
Georgina Atkinson, Democratic Services Team Leader  
John Betts, Head of Finance  
Sarah Callaghan, Head of Learning and Achievement  
Tejay De Krester, Programme Manager, Customer Services  
Anne Goodey, Communications Manager  
Helen King, Deputy Director of Public Health  
Jo-Anne Haines, Principal Accountant  
Sarah Harris, GP Trainee, Public Health  
Colin McKenzie, Interim Service Management, Strategic Commissioning  
Ann Mawdsley, Senior Democratic Services Officer  
Chris Norton, Strategic Finance Manager  
Brain Smith, Group Finance Manager  
Mike Taylor, Interim Operational Director, People Group

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Barbara Wallace, Operations Manager, Children's Centres

**Other representatives:**

Deb Saunders, Healthwatch Warwickshire  
Chris Smart, Warwickshire Governors Association  
Jane Williams, South Warwickshire Foundation Trust  
Councillor Hazel Wright, Stratford-upon-Avon District Council

North Warwickshire Children's Centres

- Atherstone Early Years – Stacey Gill, Children's Centre Manager and Nomonde Pritchett, Chair of Governors and Parent
- Coleshill Children's Centre – Caroline Symonds, Chair of Children's Centre and Cherylynne Harrison, Head of Mancetter and Coleshill Children's Centre
- Mancetter Sure Start Children's Centre – Mike Gasper, Chair of Children's Centre Advisory Board
- Kingsbury Children's Centre – Rachel Bonner (parent) and Becky Hughes (parent)
- Polesworth Children's Centre – Alison Tweedale, Children's Centre Coordinator

Rugby Children's Centres

- Claremont Children's Centre – Ali Irvine, Centre Manager
- Newbold Riverside Children's Centre – Julie Payne, Centre Manager

Nuneaton and Bedworth Children's Centres

- St Michael's Children's Centre – Jill Krusts, Centre Manager and Toni Hobbs, (parent)
- Bedworth Heath Children's Centre and Nursery School – Sandra Hopwood, Centre Manager
- Rainbow Children's Centre – Maggie Walker
- Abbey Children's Centre – Leanne Clarke and Ann Kopczewski
- Riversley Park Children's Centre – Dorine Rai, Cluster Manager, Zoe Hudson and Elizabeth O'Bonney.
- Ladybrook Children's Centre – Jo Johnson, Deputy Manager and Family Support Worker, Julie Tarka (parent) and Lisa Hutt, Centre Manager
- Park Lane Children's Centre – Glenis Wood, Centre Manager and Nikki Surtees, Deputy Manager
- Camp Hill Children's Centre – Denise Galland and Ashleigh Poultney
- Stockingford Children's Centre – Sadie Matten, Children's Centre employee, Pauline McAleese, Acting Manager and Jane Noble, Vice Chair of Governors

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Stratford Children's Centres

- Wellies Children's Centre – Debbie Muitt, Head of Centre
- Badger Valley Children's Centre – Sheila Wilde, Health Visitor and Kerry Cook (parent)
- Lighthorne Heath and District Children's Centre – Becki Cameron, Centre Manager and Joy Baldwin
- Clopton and District Children's Centre, Alcester and District Children's Centre, Stratford Children's Centre and Studley and District Children's Centre – Elaine Johnston, Strategic Lead for the Parenting Project
- Southam and District Children's Centre – Ruth Lowe, Deputy Manager and Carol Pratt (parent)

Warwick Children's Centres

- St. John's Children's Centre Kenilworth and Kenilworth Children's Centre and Nursery School – Caroline Dyer, Acting Manager and Verdah Chishti, Centre Manager (Kenilworth)
- Dale Street (Outreach) Children's Centre (Milverton) – Parita Mukta, volunteer and Julie Joannides, Children's Centre Coordinator
- Kingsway Children's Centre – Marie Claire Barker (parent) and Jane Bowtell, Children's Centre Coordinator
- Lillington Children's Centre and Community Centre – Sarah (parent) and Inderjit Sahota, Children's Centre Coordinator
- Sydenham Children's Centre – Alex Williams, Time to Talk Coordinator, Claire Towl, Children's Centre Coordinator, Sarah Windrum (parent) and Carrie Anne Rowland (parent)
- Whitnash Children's Centre – Lynette Marshall (parent) and Susan Chilvers, Children's Centre Coordinator
- Westgate and Newburgh Children's Centre – Jaimee Leigh McKenzie (parent)
- Warwick and Leamington Children's Centre Coordinator – Olwyn Ditchburn, Children's Centre Coordinator and Helen Tupman (parent)
- Warwick Children's Centre and Nursery School – Sharon Maloney, Joanne Betteridge

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**1. General**

**(1) Apologies**

Apologies for absence were received on behalf of Joseph Cannon.

**(2) Members' Disclosures of Pecuniary and Non-Pecuniary Interest**

Councillor Jackson declared a non-pecuniary interest; the nature of the interest being that she was a governor Oakwood Academy which has a nursery and that she was the trustee for St Nicholas' Chamberlain Schools Foundation, which owned the building from which St Michael's Early Years Centre operate from. Councillor Jackson also declared a non-pecuniary interest; the nature of the interest being that her daughter was employed in the Early Years service at a neighbouring local authority.

Councillor Hicks declared a non-pecuniary interest; the nature of the interest being that his daughter was employed at St Michael's School and that this daughter-in-law was employed at Stockingford School.

**(3) Chair's Announcements**

The Chair thanked the Committee for agreeing to hold this Select Committee within the timescales of the Warwickshire Early Years and Children's Centre Consultation in order to provide members with the opportunity to review the consultation proposals and appreciate this area of provision.

The Chair reminded the Committee that the decision to attain savings of £2.3 million had already been made and therefore it was not the intention of the meeting to revisit that decision. He explained that the purpose of the Select Committee meeting was to achieve clarity around the proposals outlined in the consultation document, including the services on offer, patterns of use before and after the changes, and the views held by parents and staff about the service.

The Committee was advised that it would submit a formal response to the consultation by the deadline of 27<sup>th</sup> August 2013 and would submit any recommendations to the Cabinet meeting, scheduled for 12<sup>th</sup> September 2013.



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**2. Warwickshire Children's Centres**

Session 1 – Setting the Scene

For the first session of the meeting, officers were invited to provide a presentation on the rationale for the Warwickshire Early Years and Children's Centres consultation and the County Council's proposals for a new delivery model.

Mike Taylor, Interim Operation Director of People Group, reported that the required £2.3 million saving in the Children's Centre budget created an opportunity to reconsider the work of the Children's Centres and the County Council's expectations with regard to service outcomes. He explained that the review had considered the most effective way to deliver a targeted service within a significantly reduced budget. The outcome of the consultation would be to produce an explicit service specification, to define the service and required outcomes for families in need. This would then be presented to Cabinet for approval next month, in order to commence the tender exercise in October 2013.

Sarah Callaghan, Head of Learning and Achievement, explained that the review was in light of £2.3 million reduction within a £7.5 million budget. As this required significant changes to service delivery, a nine-week consultation exercise had been undertaken, closing on 27<sup>th</sup> August 2013. The outcome of the consultation, together with a preferred option, would be presented to Cabinet for consideration on 12<sup>th</sup> September 2013.

The Committee was advised that at school reception year, all children were assessed for their level of 'school-readiness'. In Warwickshire, 67 per cent of children are classed as school-ready, which was above the national average of 64 per cent; however, this indicated that 33 per cent of Warwickshire's children were not considered to be adequately prepared at school age. She explained that there were three key themes which underpinned children's preparation for learning: improved family health and wellbeing; improved economic wellbeing; and improved parenting aspirations, skills and self-esteem. These three themes would form the service specification for the tender exercise.

Members were advised that Children's Centres were a community resource and therefore new ways of working closely with partners to deliver services for all children was a key priority. The tender exercise would seek providers who could demonstrate how local data and intelligence would be used to understand and define vulnerable families within the local area, in order to prioritise and target services appropriately using the principles of early intervention. It was also essential that there was flexibility in the definition of 'vulnerable' to acknowledge that some families may slip in and out of being categorised as vulnerable in light of changing circumstances, such as redundancy and divorce.

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Barbara Wallace, Operations Manager, provided a presentation on the County Council's preferred 'group and collaboration' model of service delivery, which was referred to as Option 1 in the consultation document. She explained that seven months ago, the County Council received two documents: statutory guidance from Department for Education regarding the appropriate targeting of services; and the new Ofsted framework which recognised considerable reduction in funding in recent years.

The Committee was advised that at present, all of Warwickshire's 39 Children's Centres were required to deliver the full core purpose, which included support services, health services and close partnership working. In light of the £2.3 million reduction, Barbara Wallace explained that the County Council could no longer sustain this approach and had therefore consulted on the three options for future service delivery. Option 1 was the 'group and collaboration' model, in which the 39 Centres would be grouped into 12 localities; each of which would operate under a single leadership and management structure. Option 2 would involve the closure of six Centres, with the remainder to operate in the 'group and collaboration' model. Under Option 3, all 39 Centres would remain; however, this would be with a significant reduction in budget for each Centre and continued expectation for each to deliver the full core purpose and therefore there was a concern that this would not be sustainable for Centres as a long-term option. A further option, which was not included in the consultation document, was to achieve the budget savings through the closure of 17 Centres. While this would prevent any funding cuts to the remaining 22 Centres, one of the implications would be the removal of local centres for many families and therefore this was not considered to be an appropriate option for consultation.

With regard to the County Council's preferred option – Option 1 – Barbara Wallace explained that this model of delivery would ensure an efficient, consistent and coordinated offer of services across a wider area, with the opportunity to use resources, such as specialist staff, more flexibly. This would also reduce the Ofsted burden and create greater opportunities for targeting intervention and support in line with need. She explained that the full core of services, which had once been delivered independently by the Centres, would now be delivered as a group or collaboration within a locality.

Members were advised that the Health Visitors would continue to have a presence at each of the Centres. In addition, there was also a commitment to aligning nursery education with the Centres, to explore the opportunity for the Centres to either deliver the service themselves or work with private providers in areas with insufficient places for two-year-olds.

The Committee was provided with an outline of the funding formula, which was based on the Index of Multiple Deprivation and the number of under five-year-olds within a Children's Centre area, in order to calculate the required funding for each Centre.

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With regard to the service specification for the tender exercise, Barbara Wallace explained that the County Council's expectations appertaining to targeted services and expectations would be explicit. One key area would be the concept of 'school readiness', for which providers would be required to demonstrate how the Centres would successfully prepare children for school. Currently, levels of 'school readiness' were measured at end of the Foundation Stage, by which point children had already entered school. To address this, the County Council was working with health partners to develop assessments for two-year-olds, in order to apply early intervention for children at risk of being unprepared at school entry age. As part of the service specification, the providers would be expected to identify and support those children.

It was reported that while a number of areas in Warwickshire were recorded lower than the county and national average in terms of 'school readiness', it was important to remember that all areas had pockets of deprivation and vulnerable families that needed support. For example, the highest performing locality of Kenilworth had 78 per cent of children deemed 'school ready'; however, it was important that services continued in that area to support the 22 per cent of children who were not.

Session 2 – Listening

The second session of the meeting provided Children's Centres managers, representatives and parents the opportunity to submit their views in respect of the proposals that had been published by the County Council.

There was strong support for the continuation of universal services at all children's centres. Emotional case studies and personal experiences delivered by parents emphasised the value of Children's Centres in providing individual support to families in a safe environment, building parents' confidence and assisting with the early identification of issues, such as a child's behaviour or health. A parent's sense of belonging and identity with their local Centre had proved to be the key contributor to their development of supportive and trusting relationships with both staff and other parents at the Centre, which in turn had increased their confidence and ability of accessing services and support for their individual needs. It was this informal, sensitive and holistic approach that many considered to have had such a positive impact on families.

The case studies presented demonstrated the complex needs of families and all shared the view that the Centre, at the heart of the community, was key to the supporting vulnerable families. The centres were considered to be the one place in a divided society which could create bonds and community cohesion through nourishing, rather than punitive, methods in which all families were embraced, regardless of status, income, race or other dogma.

Both parents and representatives stressed that the Centres' ability to offer friendship and support to families was crucial, particularly those who were

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isolated and had little peer contact. This support encouraged families to develop positive relationships and healthy and active lifestyles, as well as providing the opportunity for children to develop their social skills through regular interaction. This was considered to be an essential part of the parents' inclination to participate in advice services and sessions, who may not have accessed those services otherwise.

The Committee was advised that for the most vulnerable families, telling them that they needed support was insufficient and that making services available did not mean that those families would access them, due to fears of potential labelling and stigmatisation. Parents did not necessarily want to be targeted. Many representatives explained that a nourishing relationship with frequent and varied contact was crucial, so that parents felt empowered to access support themselves. Skilled practitioners were able to bring parents and services together at the right time and when that was achieved, parents did not feel targeted.

By removing the universal offer at all Centres, both parents and managers in objection to Option 1 were concerned that families would not be able to develop a sense of belonging to their local Centre, or develop important relationships with local staff, as they would be required to access services spread across a wider geographical area. The identity and expectations of the Centre, as the hub of the local community would be lost and local families would ultimately fail to access the services.

In addition, accessing services at other Centres would become a significant barrier for families, particularly those in rural areas. Many families did not have a car and public transport links were considered to be unaffordable and insufficient, often requiring a change of buses which was impractical for parents with babies and children. What was essential was the ability for parents to be able to walk to their local Centre to access universal services. Parents and representatives stated that families would not access services further afield and therefore the needs of those most vulnerable individuals and communities would not be met.

Two representatives stated their support for Option 1, but stressed that the one group model for the Rugby area, which had been indicated in the consultation document, would not be appropriate. There was a concern that with eight Centres in the area, a wider spread of the core service would have a negative impact on families with established relationships with their local Centre. Rugby was described a very diverse and fastest growing borough in Warwickshire, within a large area and long distances between Centres. Therefore, in line with the Ofsted recommendation for four to six Centres within one group, the representatives made a case for the Rugby area to be allocated with a two or three group model. It was considered that this would ensure a better alignment with current Health Visitor arrangements, that families could continue to access services, the groups could be more responsive to needs of their locality and that the required budget savings would be achieved through a smaller management structure.

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A number of other representatives were also in support of Option 1. They were strongly opposed to the closure of any Children's Centres and the perception that the closure of particular Centres would give to the families who used those Centres. The Parenting Project in South Warwickshire had recently transferred its four Centres into the group model and commented that this required careful planning, leadership and management, together with strategic support from the County Council.

A number of representatives outlined their concerns regarding further budget cuts beyond 2014/15 and whether the County Council's proposals would be sustainable. Representatives were aware that the County Council was facing a government grant reduction of £90 million and in light of this, there was a suggestion that the consultation be put on hold until the impact of that that reduction on the Children's Centre budget was fully realised. This would also provide additional time to examine the impact of the proposals and develop a clearer vision for the future of the Centres.

In addition to the above, the following key themes and issues were raised by both parents and representatives:

- 1) The outreach work developed by a number of Centres was considered to be extremely positive and had been recognised by Ofsted as a very successful form of working. However, the success relied significantly on having secure venues with outdoor space, easy access for families, sufficient storage space and essential training of all staff.
- 2) The positive work of the Centres, which had been assessed as 'good' or 'outstanding' by Ofsted, was primarily due to the skills and expertise of the staff and there was a concern that the consultation exercise, restructures and potential further budget cuts would create greater job insecurity and experienced staff would resign from the Centres and the sector as a whole. In addition, reduced resources would have a negative impact on the preventative work that had been achieved by all Centres and therefore children were more at risk of significant harm to their health, safety and well-being. All Serious Case Reviews had highlighted the importance of preventative work in safeguarding children.
- 3) The development of Service Level Agreements with partners, particularly the Job Centre Plus and social care, should be explored in order to achieve partner buy-in to those services required by the Centres and also develop 'win-win' solution for all partners involved.
- 4) A representative was concerned that Option 1 favoured schools and nursery providers by applying for exemptions from tendering process, which was felt to be unfair approach. There was also a concern that some schools had purportedly been reluctant to ensure that the full grant was allocated for delivery of services.

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- 5) The availability of key services at no charge to parents was essential and it was important not to assume that parents, who may be considered to be financial independent, had the capability to pay for services.
- 6) Many affluent and rural areas had pockets of deprivation and isolated families, with poor access to transport and little or no access to leisure amenities. Many of those families had little choice to live elsewhere due to the high costs of living in more urban area and therefore the ability of the local Centre to deliver services in local villages, community buildings or one-to-one in homes was essential in reaching those vulnerable families.
- 7) A number of parents and representatives commented that the health advice provided by the Centres was more holistic than that delivered by GPs and that some issues had been picked up earlier at the Centres, prior to the GP review stage for all young children.
- 8) A number of Centre managers were concerned with the impact of Option 1 on service delivery, as they believed staff would spend a significant amount of time travelling between Centres. Parents were also concerned that the dilution of staff would reduce opportunities for one-to-one support to be provided, which was essential to the parents' development of a trusting and caring relationship with Centre staff.
- 9) Concerns were raised regarding the consultation document, which a number of representatives considered was difficult to understand. There was also disappointment that there had not been any public consultation meetings held in certain localities, despite requests.
- 10) There was a suggestion that the prescribed requirements (i.e. to remain open for a set number of hours) should be lifted to allow each Centre greater flexibility to determine their own arrangements in accordance with local need, giving greater opportunity to achieve savings locally. For example, in some Centres attendance was lower during the schools holidays, yet due to the prescribed hours they were required to stay open during this time which was not always cost efficient.
- 11) A number of representatives believed that the consultation proposals had adopted a 'one size fits all' approach which would not be appropriate given the diversity of the county.

The Chair thanked the Children's Centre representatives and parents for attending the meeting and expressed his gratitude for their contributions and sharing their views with the Committee. He explained that the Committee now had the opportunity to ask questions.

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A discussion took place with regard to the provision of nursery and child care for older children as a source of income. Bedworth Heath Children's Centre explained that it currently provided care for children up to the age of eight years and free places were offered to the most vulnerable families. The Centre had sustained this service for as long as possible; however, given the high costs for ensuring qualified staff in acceptable ratios, the Centre would be ceasing the service from September 2013. Sarah Callaghan added that targeted nursery provision for two-year-olds was based on income (i.e. whether the child would be eligible for free school meals) and a universal service for 3-4 year olds. Under Option 1, the development of nursery provision was not for income generation, but to provide a cost neutral service where there were sufficiency gaps in the county.

In response to a question regarding the potential impact of further budgets cuts, Sarah Callaghan advised that until future budgets had been confirmed, the outcome of the consultation could only be decided within the existing budget and required saving of £2.3 million. Therefore, the County Council was not in a position to revise any models, but would be mindful of the impact of potential further cuts.

Following further questioning by the Committee, the following responses were noted:

- 1) The consultation sessions had identified the need for training and as a result, a 'Frequently Asked Questions' document had been added to the consultation web site to support the Centres in interpreting the impact of the changes. There would also be sessions to provide guidance on the tendering process and practical considerations of the group model. Those Centres that already worked successfully in a group model would be encouraged to share guidance and learning.
- 2) The development of Service Level Agreements with partners such as Job Centre Plus and social care was an area that could be explored further to improve partnership working.
- 3) There was a misunderstanding regarding the awareness of the Children's Centres regarding children in their area who had been issued with Child Protection Plans. The Centre managers commented that all children in these circumstances were known to the Centres through close working with colleagues.
- 4) Speech and Language therapists did work from each of the Centres; however, the success of this was dependent on partnership working and the commitment of the Centres. The services had already experienced reductions in Speech and Language Champions at the Centres and untimely there was a risk that the department would withdraw the offer.

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In response to a question raised, Sarah Callaghan advised that the level of services would be reduced from each of the Centres; however, services would be targeted based on local needs and therefore delivered from the most appropriate Centre. The overall aim was to deliver more outcome-focused services by targeting the services towards families in most need. Barbara Wallace added that Option 1 would result in a significant reduction in management costs so that the allocated budget could be concentrated on the delivery of frontline services. Alternatively, Option 3 would see a 'top-slice' in funding across all sites which would therefore reduce overall funding for services.

A number of elected members supported the comments raised by Centre representatives that a 'one size fits all' approach would be inappropriate. It was considered that a more flexible approach, to explore how the Centres could deliver savings individually, should be considered before creating a new delivery model for the whole of the county. In response, Sarah Callaghan explained that the autonomy of the group model would enable the groups to target their resources according to local need, which should address anxiety regarding a 'one size fits all' approach. Local data and the expertise of specialised staff would ensure that services would be targeted appropriately. In addition, greater flexibility would mean that services could be delivered from outreach areas and not necessarily always the Centre.

In a response to a question raised regarding universal services, Barbara Wallace advised that these would continue to be delivered on a needs basis, to be determined by the group. It was anticipated that the feedback from the consultation would demonstrate that universal services were crucial to the effectiveness of the Centre and that there would be a continued partnership with health colleagues to ensure services were in place for the most vulnerable families.

### Session 3 – The Role of the Health Service

For the third session, the Committee considered a verbal presentation from representatives in the health service.

Jacque Ashdown, Consultant, Public Health, stressed the importance of a child's earliest years in ensuring long-term health in adulthood. Studies, such as those by Professor Marmot, had evidenced the relationship between deprivation, social isolation and poor health outcomes. She explained that clarity on the definition of deprivation, the gradient, and current and projected levels, was essential. There also needed to be a greater understanding of the under-five-year-old population and where this was likely to increase.

With regard to key outcomes, members were advised that in addition to the level of 'school readiness', other measures such as reductions in infant mortality and increased breastfeeding were equally as important for Children's Centres. Other key opportunities that would need to be addressed included greater partnership working between professionals to address individual



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needs, priority families and how technology could be maximised to consider alternative service delivery methods.

She explained the Early Years services were commissioned across a number of partners, such as the Clinical Commissioning Groups (CCGs), NHS England and the County Council's Public Health service. It was therefore essential to achieve effective partnership working in order to co-ordinate the services and achieve successful integration at a local level.

Jane Williams, South Warwickshire Foundation Trust, provided a brief introduction to the Health Visitor service, which aimed to deliver a universal service in which all mothers and babies would have direct ante- and post-natal contact with a Health Visitor. She explained that over 50 per cent of Health Visitors operated from Children's Centres and due to the success of this approach, it was the aim to have one Health Visitor designated to every site. It was the integration of a universal service delivered by the Health Visitors and the Children's Centres which enabled the service to work so effectively. Therefore, she believed that any dilution of universalism would have a detrimental impact as parents would be less inclined to access services at different sites. She supported the comments raised parents and Centre staff that vulnerable families needed to build trusting relationships with staff in the first instance, in order to have the confidence to access services.

Jane Williams acknowledged the advantages of delivering services via the group or collaboration model; however, she was equally concerned that additional required support, which had been identified and recommended by the Health Visitors, would not be available at the Centres.

A question was raised by a member in respect of the role of Health Visitors in addressing health inequality across the county. In response, Jane Williams advised that the levels of deprivation had a key role in determining the number of allocated hours per locality for Health Visitor services. For example, the north of Warwickshire now had an additional 12 full-time Health Visitors as a result of assessing levels of deprivation and need.

A discussion took place with regard to the viability of pooling budgets within the health sector, as recommended by the All Party Parliamentary Sure Start Group. Members were advised that although this was unlikely in the near future, commissioning groups could be influenced to use the Centres as an opportunity to deliver health services and address health issues. The Joint Commissioning Board, which would be relaunched in the near future, was the key forum for discussions regarding the integration of services.

Members were advised that all families were encouraged to join their local Children's Centre by their Health Visitor. The majority of baby clinics were delivered by Children's Centres and therefore attendance at those clinics was a positive introduction of the family to the Children's Centre. Members were reassured that specific services, such as maternity support, delivered by the

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Health Visitors would continue to be delivered on site at each Children's Centre and would not be affected by the changes.

With regard to Speech and Language therapy, Jane Williams explained that it would become increasingly difficult for the service to continue on site should the support provided by the Centres diminish, as its success was dependent on the early intervention work of Centre staff. In addition to this concern, members were advised that the budget for Health Visitors was ring-fenced only until 2015. Jacquie Ashdown added that Speech and Language therapy was commissioned by the CCGs and therefore it was important to influence them to retain a local input by having a clear vision and outcome-focused ambitions regarding the Early Year offer and how this would be delivered through partnership working.

During the discussion, the following suggestions were made by members of the Committee and elected members in attendance:

- 1) The registration of births at Children's Centres was an area that could be explored, as recommended by the All Party Parliamentary Sure Start Group. Members were advised that a pilot exercise in Nuneaton, which had the highest number of birth registrations, was currently being discussed with local registrars; and
- 2) The Health and Wellbeing Board should be asked to respond to the consultation, given the representatives who sit on that Board.

Session 4 – Finance

The fourth session focused on how the funding formula was used to provide an equitable and logical means of distributing the revenue funding by the County Council for the running and management of the Children's Centres.

Chris Norton, Strategic Finance Manager, explained that the base allocation of funding was to resource management and staffing costs, together with other fixed costs such as rents, rates and utilities. He added that the base allocations were calculated on an average figure and there were no restrictions on how a Children's Centre spends its allocation between the various funding blocks.

The presentation continued with an explanation of the allocation of Family Support Funding, 50 per cent of which would be guided by the level of rural and economic deprivation within a Super Output Area, in order to calculate a weighting. The remaining 50 per cent was based on the number of 0-4 year-olds residing within a Children's Centre reach area. He explained that data fluctuated frequently, which therefore would have an impact on the weight and the level of funding allocation. In light of this, a dampening mechanism was applied in 2012/13 to ensure that no Children's Centre lost more than one per cent of its 2011/12 funding and gained no more than 3.5 per cent. This would ensure a degree of stability and guarantee of funding to the Centres.

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The Committee was advised there was no proposal to change the formula; however, the preferred option would determine how the funding would be allocated across the Centres. In response to question from the Committee, Chris Norton advised that the formula had been developed by the County Council with input from the Department for Education; therefore, the formula could be changed by the County Council if it wished to do so.

A discussion took place with regard to income generation through the provision of nursery education for two-year-olds and whether any further options could be explored, such as nursery education for three- and four-year-olds and the lease of rooms. Sarah Callaghan advised that that the provision could not be used to offset the £2.3 million required savings; however, it did provide an opportunity for Centres to offer provision where there was a sufficiency gap, while making most effective use of resources. Any surplus income could be allocated towards the maintenance costs of running the Centre.

Barbara Wallace added that the provision would only be considered for areas where there was a sufficiency gap, as it was inappropriate to potentially put the private providers – who the County Council heavily relied on for nursery education – out of business. She explained that recent research had indicated disparity between charges for nursery education and that, while the £4.95 hourly rate allocation for two-year-old funding was sufficient to meet costs, its sustainability depending on overall Centre costs, such as staffing and facilities. One Centre Manager explained that a provision of 48 to 72 places would be required in order to be cover overhead costs and in many cases, the buildings were not of a sufficient size. Therefore, it was considered that the provision could not achieve surplus income, but agreed that it was important to consider delivering that provision for families in greatest need in areas with a gap in sufficiency.

In response to a question raised by a Centre Manger, Chris Norton confirmed that the base allocation for running costs was a set figure for all Centres, regardless of size. This was considered to be a key issue for Centres as many are allocated to providers without other options and therefore those operating from larger buildings with higher overheads would have to allocate a larger proportion of their funding towards overhead costs and less on services. It was stressed that the Committee must understand the implications of this.

With regard to the lease of rooms for other community services, Barbara Wallace confirmed that the lease arrangements prevented Centres from sub-letting rooms; however, a change in the arrangements to allow the hiring of rooms for appropriate usage would be recommended in the report to Cabinet. She confirmed that under the proposals, any income generated by a Centre would remain with the group or collaboration for allocation on services, as decided by the group.

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A discussion took place with regard to the tender exercise. Members were advised that it would require providers to demonstrate arrangements for the management structures and how staff training would be delivered within that structure. At present, pump priming to ensure the successful implementation of Option 1 had not been included in the figures; however, the tender exercise would require providers to demonstrate the operation and management aspects of the group model and how training would be delivered to ensure the group's delivery of the core purpose. Costs associated with the tender exercise and contract monitoring would be met within the existing budget and absorbed by existing staff.

Another part of the tender exercise would consider the proposed governance arrangements for each group. Barbara Wallace explained that all Centres would go out to tender as part of a group or collaboration, excluding potentially nine exemptions which were yet to be decided. Exemptions had been requested for particular reasons; for example, by nursery schools who had a fully integrated provision and were governed by a governing body, i.e. a school.

Members expressed concern that there was no allowance in the current budget for redundancies and associated costs. Chris Norton advised that any redundancies and TUPE would be costed following a more detailed service specification and therefore the potential impact of redundancies on both internal and external providers could not be confirmed at present.

A discussion took place with regard to projected budget allocations to each Children's Centre in 2014/15 under each option in the consultation document. Members considered this to be important information for Cabinet to consider, as part of its decision-making process and were concerned that this information had not been provided, particularly as the importance of this had been discussed at the last meeting of the Children and Young People Overview and Scrutiny Committee.

A number of members demonstrated their support for the Rugby area being developed as a two or three group model, rather than the County Council's recommendation as a single group. In response, Barbara Wallace explained that of the eight centres in Rugby, six were Children's Centres and two were outreach sites, which did meet Ofsted's recommendation. The comments that had been raised with regard to this approach had been noted and would be fed into the consultation.

With regard to the procurement exercise, a concern was raised regarding the business case which underpinned the approach and possible financial implications of a single provider, such as a neighbouring authority or large private company, submitting an application to run all of the county's Centres. In addition, there was apprehension that the procurement exercise may potentially exclude smaller providers who may not have the knowledge, financing and capability to compete with larger PLCs and therefore the County

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Council had a moral duty to ensure that smaller existing providers were supported sufficiently.

In response, Sarah Callaghan advised that the exercise would assess a provider's ability to deliver the Children's Centres in accordance with the County Council's agreed outcomes and within a reduced budget. She confirmed that support would be provided to existing and smaller providers.

Session 5 – Summing up

The Committee agreed to hold an additional Select Committee meeting at the earliest opportunity in order to explore an agreed response to the Warwickshire Early Years and Children's Centre Consultation and determine why recommendations it would need to submit to Cabinet at its meeting on 12 September 2013.

Members were encouraged to submit questions and requests for additional information to officers as soon as possible to allow sufficient time for responses to be collated prior to the next meeting of the Select Committee.

The Committee rose at 4.20 p.m.

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Chair



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**Present**

**Members:**

Councillor Jonathan Chilvers  
Councillor Yousef Dahmash  
Councillor Peter Fowler  
Councillor Bob Hicks (Chair)  
Councillor Julie Jackson (Vice-Chair)  
Councillor Danny Kendall  
Councillor Mike Perry  
Councillor Clive Rickhards  
Councillor Jenny St. John  
Councillor June Tandy (substitute for Councillor Dave Parsons)

**Other Councillors:**

Councillor John Holland  
Councillor Caroline Phillips  
Councillor Jerry Roodhouse

**Officers:**

Anandini Arumugam, F2 Trainee, Public Health  
Georgina Atkinson, Democratic Services Team Leader  
Sarah Callaghan, Head of Learning and Achievement  
Tejay De Krester, Programme Manager, Customer Services  
Sarah Harris, GP Trainee, Public Health  
John Hopper, Category Manager, Strategic Procurement  
Colin McKenzie, Interim Service Management, Strategic Commissioning  
Sarah Sharland, HR Business Partner for People Group  
Brian Smith, Group Finance Manager  
Barbara Wallace, Operations Manager, Children's Centres  
Sally Wilson, Corporate and Employment Solicitor

**Other representatives:**

Councillor Neil Phillips, Nuneaton and Bedworth Borough Council  
Chris Smart, Warwickshire Governors Association  
Diana Turner, Warwickshire Governors Association

**Children's Centre representatives:**

Claremont Children's Centre – Ali Irvine, Centre Manager  
Riversley Park Children's Centre – Naomi Bradley  
Ladybrook Children's Centre – Jo Johnson, Deputy Manager and Family Support Worker  
Camp Hill Children's Centre – Denise Galland  
Stockingford Children's Centre – Pauline McAleese, Acting Manager

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Wellies Children's Centre – Debbie Muitt, Head of Centre  
Lighthorne Heath and District Children's Centre – Becki Cameron, Centre  
Manager and Joy Baldwin  
Leamington and Warwick West Children's Centres – Olwyn Ditchburn, Jane  
Bowtell, Inderjit Sahota, Sarah Holland and Claire Towl.  
Warwick Children's Centre and Nursery School – Lindsey Briggs

## **1. General**

### **(1) Apologies**

Apologies for absence were received on behalf of Councillors Dave  
Parsons and Heather Timms.

### **(2) Members' Disclosures of Pecuniary and Non-Pecuniary Interest**

Councillor Jackson declared a non-pecuniary interest; the nature of the  
interest being that she was a governor Oakwood Academy which has a  
nursery and that she was the trustee for St Nicholas' Chamberlain  
Schools Foundation, which owned the building from which St Michael's  
Early Years Centre operate from. Councillor Jackson also declared a  
non-pecuniary interest; the nature of the interest being that her  
daughter was employed in the Early Years service at a neighbouring  
local authority.

Councillor Hicks declared a non-pecuniary interest; the nature of the  
interest being that his daughter was employed at St Michael's School  
and that this daughter-in-law was employed at Stockingford School.

### **(3) Chair's Announcements**

The Chair advised that the purpose of the meeting was to complete the  
Committee's business from the last meeting on 14<sup>th</sup> August and  
conclude the 'summing up' stage, in order to consider a response to  
the Early Years Children's Centres consultation and submit  
recommendations to Cabinet meeting, scheduled for 12<sup>th</sup> September  
2013.

## **2. Warwickshire Children's Centres**

### Responses to previous questions submitted

The Chair invited the officers in attendance to present a response to the  
questions that had been submitted by members following the last meeting of  
the Select Committee. Members were provided with a recap of the position to  
date and that Option 1, as outlined in the Early Years Children's Centres  
consultation, was the preferred service delivery model going forward.



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With regard to TUPE, Sally Wilson, Corporate and Employment Solicitor, and Sarah Sharland, HR Business Partner for People Group, explained that unless the service specification was exactly the same after the change, and was to be undertaken in the same way, there would inevitably be some changes resulting from the transfer to a new provider. The level of those changes, and whether they were sufficient to suggest a different service, would need to be considered for purposes of TUPE.

Members were advised that the key factors which could influence TUPE could not be determined until the future provider and its operating model was known. Based upon the information available at this point in time, it was reported that TUPE was likely to apply; however, it was possible that it may not in some cases. Where this was the situation, staff would remain with the existing employer who would be responsible for any required redundancies as a consequence of losing the contract. In light of this, the tender process would operate on the basis that existing staff with each current provider would TUPE to the new provider. The numbers of likely redundancies would depend upon: the number of staff employed in delivering the service at the point of transfer; the model which is adopted; and how the successful bidders anticipated the organisation of staff to that model.

In response to a question raised, the Committee was advised that at present, it was not possible to provide actual numbers of likely redundancies. Any potential redundancies would be the responsibility of the organisation which was the employer at the time the redundancy was actioned and this would not be a decision of the County Council. Members expressed concern about the impact that this would have on smaller providers and whether they would have sufficient resources to fund any redundancies. Sally Wilson explained that should an organisation have insufficient resources to pay for redundancy costs, the employee could either submit an Employment Tribunal Claim or apply for costs through the National Insolvency Service.

John Hopper, Category Manager, Strategic Procurement, advised members that all bidders would be provided with full details of expected staff transfer numbers, including likely redundancy costs, in the pre-tender information pack. Bidders would also have the option to price their contract as though TUPE did, or did not, apply in order to achieve flexibility in their bids. Furthermore, their application would need to demonstrate sufficient resources to covers any associated costs or redundancies.

In response to a question raised, the Committee was advised that organisations may not be awarded the contract if they could not demonstrate sufficient provision redundancy costs. Colin McKenzie, Interim Service Manager, Strategic Commissioning, advised that in any tender exercise there was always a risk of the contract not being successfully awarded. If this occurred for the Children's Centres contracts, the County Council had a statutory duty to deliver that provision until the contract had been awarded.

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John Hopper advised that as one-on-one support would be anti-competitive, an open workshop for all organisations would be organised. This would include a presentation around the tendering process followed by a question and answer session. The Procurement service was also considering the delivery of additional workshops which would look in more detail at the completion of tender documents.

A discussion took place with regard to the involvement of parent governors. Barbara Wallace explained that it was part of the Ofsted framework, and the County Council's performance management, to ensure that parent representatives were involved and that this would likely be through the Advisory Boards. There was also a discussion regarding the involvement of the Portfolio Holder for Children and Schools, and other elected members in the procurement process at the appropriate stage.

Barbara Wallace explained that requests for nine exemptions had been submitted. The rationale for exemptions was based upon the retention of the existing governance model, due to either the total integration of service delivery with nursery and primary schools or, in some cases, the building ownership. Members were informed that there were no guarantees that exemptions would be granted and the Legal and Procurement teams would assess the risk of legal challenge. The outcome of those requests would be outlined in the report to Cabinet on 12<sup>th</sup> September 2013.

With regard to the financial implications, a table had been circulated to members which outlined the impact of the three proposed options on two groups (Options 1 and 2) and on four Children's Centres (Option 3). Brian Smith, Group Finance Manager, explained that for each of the four existing Centres, the current formula budget had been split by the base element and the family services element. He advised that the average funding cut across a group in Option 1 was 30 per cent.

Barbara Wallace provided a response to the query that had been raised regarding the Rugby area. She explained that the formation of the different groups across the county was reached following consideration of a number of factors. One such factor was the need for exemptions which prevented, in most cases, the creation of a group model. In Rugby, as there were no proposed exemptions, there was therefore no restriction upon a single aligned management structure. Barbara Wallace added that although there were presently eight designated Children's Centres in Rugby, as the Wolston and Dunchurch Centres were unable to meet the full core purpose in their own right, they therefore operated as outreach sites from Cawston. In light of this, there were only six Centres in Rugby, which would be acceptable to Ofsted as part of the new framework.

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Members were informed that a single group model would not prevent the chosen provider from allocating management support as it wished across the Rugby area and the new leadership and management structure may decide to establish two or three groups across the locality should it feel this to be appropriate.

The session concluded with a response regarding the involvement of the Health and Wellbeing Board in the Early Years Children's Centres consultation. Members were advised that key health partners had been engaged throughout the process, in addition to the Portfolio Holder for Children and Schools and Leader of the County Council (who also chaired the Health and Wellbeing Board). Officers therefore considered that the best efforts to engage as widely as possible had been achieved throughout the nine-week consultation period. The Committee was advised that should Cabinet agree to involve the Health and Wellbeing Board in the consultation following a recommendation from the Select Committee, this would cause a delay in the procurement process and thereby impact on the achievement of savings within the agreed timescales.

### Conclusions

The Committee agreed to adjourn for a five minute period in order to consider a brief document that had been circulated by the Chair. The Chair advised that the document included the proposed conclusions of the Select Committee.

Following consideration of the document, the Committee discussed how it wished to respond to the Early Years and Children's Centres consultation and what recommendations should be submitted to Cabinet at its meeting on 12<sup>th</sup> September 2013.

A number of members expressed concern that there was a lack of future-proofing in each of the proposed options, in respect of the likely impact of further reductions in funding to Children's Centres. It was considered that the proposed options only provided a short-term budget solution for 2014/15 that may not be appropriate for 2015/16 and beyond. Members noted that three-year contracts would be awarded to providers without a guarantee of funding for 2015/16 and beyond and, in light of this, the Committee agreed to recommend that Cabinet agree to include in its budget proposals that funding to the Children's Centres be ring-fenced to prevent a further reduction in funding for 2015/16 and 2016/17. In addition to providing reassurance and stability to the providers regarding future service delivery option, the ring-fencing would achieve greater confidence and support to families.

There was consensus among the Committee that it objected to the closure of any Children's Centre. The Conservative members of the Committee proposed that the Committee respond to the consultation in support of Option 1 on the basis that this was the most appropriate option in avoiding the closure of Centres and object to Options 2 and 3 as those would result in the

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closure of a number of Centres. This motion was put to the vote and lost. The opposing members did not want to demonstrate their support for Option 1, for the following reasons:

- 1) The impact of the funding reductions on the proposed groups, which would result in some being subject to a 38 per cent reduction;
- 2) The budgetary impact of potential redundancies on providers, particularly on third party providers; and
- 3) The base allocation for building and management costs, as oppose to staff and services, was potentially very high which may result in buildings being kept open, without sufficient resources to delivery services from them.

With regard to governance arrangements, members noted the officer's response that potential providers would be responsible for determining governance arrangements for their group(s), which would be reviewed by the County Council as part of the procurement process. The Committee agreed that in light of its importance of this, that Cabinet give due consideration to what governance arrangements and requirements should be determined in the service specification for the Children's Centres.

A discussion took place with regard to measureable service delivery outcomes and members noted that the number of children considered to be 'school-ready' at the two-year-old assessment stage would be a key outcome for providers to achieve. The Committee agreed that both the Overview and Scrutiny Committee and the Health and Wellbeing Board should have a role in monitoring the achievement of those key outcomes. Furthermore, the Health and Wellbeing Board should have a specific role in clarifying the strategic view of the Clinical Commissioning Groups (CCGs) regarding Children's Centre and their commissioning intentions to explore service delivery opportunities with the Centres.

The Committee agreed to submit the following recommendations to Cabinet at its meeting on 12<sup>th</sup> September 2013:

- 1) That Cabinet recognise the needs of deprived families across the county and how they will be affected by the reduction of the Family Support Funding.
- 2) That Cabinet includes in its 2014/15 budget proposal that funding for the Children's Centres for 2015/16 and 2016/17 is ring-fenced so that there will not be a further reduction in funding.
- 3) That Cabinet recognise the issues regarding potential redundancies and TUPE arrangements and how these issues will impact on providers, particularly third party providers, in terms of funding frontline services.

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- 4) That Cabinet gives due consideration to the governance arrangements to be determined for the Children's Centres.
- 5) That all Children's Centres offer Birth Registration services.
- 6) That the Children and Young People Overview and Scrutiny Committee and the Health and Wellbeing Board monitors the key service delivery outcomes, as defined by the Learning and Achievement service, and the extent to which these are achieved by the Children's Centre providers.
- 7) That the Health and Wellbeing Board clarifies the strategic view of the Clinical Commissioning Groups (CCGs) regarding Children's Centres and their commissioning intentions to explore service delivery opportunities with the Centres.
- 8) That Elected Members support the Learning and Achievement service in the development of Service Level Agreements with the following partners and/or services: Job Centres Plus, Health Visiting, Midwifery, Children's Services, Public Health, CAHMS and Adult and Community Learning.
- 9) That parents and other appropriate representatives are invited to contribute and submit their views at the appropriate stage of the procurement process.

The Chair thanked all members, officers and Children's Centre representatives for their contributions the Select Committee.

The Committee rose at 12.15 p.m.

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Chair



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**Present**

**Members:**

Councillor Jonathan Chilvers  
Councillor Yousef Dahmash  
Councillor Peter Fowler  
Councillor Bob Hicks (Chair)  
Councillor Julie Jackson (Vice-Chair)  
Councillor Danny Kendall  
Councillor Dave Parsons  
Councillor Mike Perry  
Councillor Clive Rickhards  
Councillor Jenny St. John

**Other Councillors:**

Councillor Richard Chattaway  
Councillor Jose Compton  
Councillor Neil Dirveiks  
Councillor Bill Gifford  
Councillor Bill Olnier  
Councillor Maggie O'Rourke  
Councillor Jerry Roodhouse  
Councillor John Whitehouse  
Councillor Chris Williams

Councillor Heather Timms, Portfolio Holder, Children and Schools

**Officers:**

Georgina Atkinson, Democratic Services Team Leader  
Sarah Callaghan, Head of Learning and Achievement  
Christine Lewington, Head of Strategic Commissioning  
Wendy Fabbro, Strategic Director, People Group  
Jane Pollard, Corporate Governance Solicitor  
Mike Taylor, Internal Operational Director, People Group

**Other representatives:**

Chris Smart, Warwickshire Governors Association  
Eleven members of the public

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**1. General**

**(1) Apologies**

Apologies for absence were received on behalf of Diane Turner, Warwickshire Governors Association and Joseph Cannon.

**(2) Members' Disclosures of Pecuniary and Non-Pecuniary Interest**

Councillor Jackson declared a non-pecuniary interest; the nature of the interest being that she was a governor Oakwood Academy which has a nursery and that she was the trustee for St Nicholas' Chamberlain Schools Foundation, which owned the building from which St Michael's Early Years Centre operate from.

Councillor Hicks declared a non-pecuniary interest; the nature of the interest being that his daughter was employed at St Michael's School and that this daughter-in-law was employed at Stockingford School.

Councillor Whitehouse declared a non-pecuniary interest; the nature of the interest being that he was a Governor of St John's Nursery and Primary School in Kenilworth.

**2. Call-in – Early Years Commissioning**

The Chair explained that the first reason for the call-in of the Early Years Commissioning decision was the post-consultation changes that had been made to Option 1. It was noted that at the time of the consultation exercise, there had been applications for 11 exemptions which would, if accepted, result in those Children's Centres not being subject to the group or collaboration model of procurement and service delivery. The three options in the consultation had been presented with these exemptions in mind, with the caveat that each exemption application would need to be carefully assessed to determine whether it was valid and legally sound. At the time of the Cabinet report, two of the eleven exemptions had been approved and members considered that the Centres should have had the opportunity to comment again in response to the decision. Councillor Whitehouse confirmed that a pre-action Judicial Review letter had been submitted to the County Council in respect of this.

In addition, members noted that the Option 1 groupings or collaborations for the Bedworth and Nuneaton areas, as outlined in the consultation document, had been amended in the proposed Option 1 in the Cabinet report. In response, Mike Taylor, Interim Operational Director, advised that the groupings had been amended in response to the consultation feedback from Centre representatives. For example, following such feedback and careful consideration, only the proposed exemptions for St Michael's Children's



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Centre and Stockingford Early Years Centre had been accepted and therefore the groupings had been revised to incorporate those two Centres.

Sarah Callaghan, Head of Learning and Achievement, explained that the changes to the groupings would not have an implication on the County Council's overall aim to deliver an outcome-focused model of service delivery that was targeted to the needs of local areas. She added that all Centres that were being considered for an exemption during the consultation period had been advised that this was subject to careful consideration and may not be approved. Members were advised that the two exemptions which had been approved due to the private ownership of one site (St Michael's Children's Centre) and where services had been fully integrated and there were no other alternative buildings in the locality for service delivery (Stockingford Early Years Centres).

The item continued with the Committee's consideration of the second reason for the call-in of the Early Years Commissioning decision, which related to the Equality Impact Assessment. Members were concerned that the document had not been provided to the Select Committee when it carried out its review of the Early Years and Children's Centres consultation, despite it being available at the time. Members considered that the document highlighted the scale of the challenge to increase the number of Warwickshire's children being 'school-ready' within a considerably reduced budget.

Mike Taylor and Sarah Callaghan both apologised for the oversight and confirmed that Equality Impact Assessments would be provided to members and the Committee as standard practice going forward.

In response to a question raised, Sarah Callaghan advised that the Equality Impact Assessment was a valuable document and the identification of key risks would enable officers to implement sound management and mitigation tools to reduce the potential impact on service users. As the Assessment was a live document, it would be amended in response to new evidence, which would be referred to when developing the service specification for the procurement exercise. This would ensure that the specification was fit-for-purpose and acknowledged the key risks as outlined in the Assessment. Mike Taylor added that it had been a considerable challenge to achieve the required £2.3 million saving for the high profile and essential service delivered by Children's Centres; however, he considered that an effective balance had been achieved which would ensure that the most vulnerable families would continue to be supported.

Following discussion, members noted that the document was explicit in the risks associated with the proposed changes to Children's Centres and it also highlighted the risk of severe implications for families that would occur following a considerable budget reduction. One member also expressed concern at the future sustainability of the Children's Centres, given the further significant budget savings required from 2014/15 onwards.

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Councillor Perry expressed his concern in relation to the delay of the implementation of the Early Years Commissioning decision which had been caused by the call-in. He requested clarification on the financial implications of the delay and was advised that there would be an estimated £45,000 slippage in savings per week. He proposed (and was seconded by Councillor Fowler) that the Committee take no further action, in order to avoid any further delay. This motion was put to the vote and lost.

Councillor Chilvers proposed (and was seconded by Councillor Parsons) that the Committee submit a letter to Cabinet, outlining the key risks that had been identified in the Equality Impact Assessment and request that Cabinet acknowledge in writing that:

- 1) The collaboration model on a reduced budget that will go out to tender will result in not all activities being offered in all 39 centres and this amounts to a reduction in the 'breadth and range of services';
- 2) It is highly unlikely to be possible to mitigate all the resulting impacts to vulnerable families highlighted in the Equality Impact Assessment caused by this remodelling of service and reduced budget; and
- 3) It is important to allow the conclusions Equality Impact Assessment to inform the tendering process. Bids that claim to be able to mitigate all the risks on this reduced budget need to be extremely closely scrutinised.

This motion was put to the vote and carried; however, given the potential financial implications, the Committee did not want the letter, or Cabinet's response to it, to delay the implementation of the Cabinet decision and the commissioning process further.

Members noted that at its meeting on 12<sup>th</sup> September 2013, Cabinet had agreed that the Chair and Spokespersons of the Children and Young People Overview and Scrutiny Committee would be consulted with regard to the procurement and tendering process and the key outcomes required.

The Committee agreed to:

- 1) Request that the Chair submit a letter to Cabinet for consideration at its meeting on 17<sup>th</sup> October 2013, highlighting the key risks as identified in the Equality Impact Assessment and request a response in writing;
- 2) Stress to Cabinet that the Committee's letter, and Cabinet's response to it, should not delay the implementation of the decision further, given the financial implications;
- 3) Request that the Chair and Spokespersons be consulted with regard to the procurement and tendering process and the key outcomes required, as agreed by Cabinet at its meeting on 12<sup>th</sup> September 2013; and

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- 4) Request an update on the appointment of two parent governor representatives on the Committee.

**3. Call-in – Integrated Disability Service**

The Chair explained that the decision regarding the Integrated Disability Service had been called-in in light of changes to the Matrix of Need document, which outlined the local offer of short breaks and social care for disabled children. The document included criteria for each level of support – Early Help, Targeted or Specialist – depending on a child’s developmental needs appertaining to health, physical dependency and communication.

Councillor Rickhards questioned what support would be offered for those that met the criteria, whether that level was the minimum statutory requirement and whether the Children and Families Bill been considered as part of the revision to criteria. In light of this, he suggested that the Cabinet be asked to reconsider the decision.

Councillor Timms, Portfolio Holder for Children and Schools, explained that following consideration of the concerns that had been raised by Family Voice Warwickshire, she had agreed to undertake a further four-week consultation on the Matrix of Need, with the findings to be presented to Cabinet at the earliest opportunity. The consultation would include a series of case studies to explain how the revised criteria would impact families.

In response to a question raised regarding the financial implications of the delay to the implementation of the decision, the Committee was advised that there would be an estimated £10,000 slippage in savings per week. As with the Early Years Commissioning decision, the slippage would be initially absorbed by the host budget as far as possible, followed by the overall Service budget and then the Group budget, in order to achieve an overall balance.

In light of the undertaking given by Councillor Timms to undertake a further four-week consultation on the Matrix of Need, the Committee agreed to take no further action.

The Committee rose at 4.05 p.m.

.....  
Chair



## Children and Young People Overview and Scrutiny Committee

6<sup>th</sup> November 2013

### Questions to Cabinet and Portfolio Holders

#### Recommendations

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the forthcoming Cabinet and Portfolio Holder decisions relevant to its remit, asking any relevant questions and considering areas for further scrutiny, where appropriate; and
- 2) Consider the request of the Corporate Parenting Panel of 11<sup>th</sup> September 2013.

#### 1.0 Cabinet and Portfolio Holder Decisions

- 1.1 The decisions relevant to the remit of the Committee are listed below. Members are encouraged to seek updates on decisions and identify topics for pre-decision scrutiny. The Portfolio Holder for Children and Schools may be in attendance at the meeting to answer any questions from the Committee.
- 1.2 The list was last updated from the Forward Plan on 28<sup>th</sup> October 2013.  
(\*Key decision)

Decision	Description	Date due	Cabinet / PfH
The Outcome of Consultation on the Matrix of Need Regarding the Integrated Disability Service	This report provides the outcome from the four week consultation exercise undertaken regarding the matrix of need.	14 <sup>th</sup> November 2013	Cabinet
School Admission Arrangements 2015/16	To approve Warwickshire's School Admission Arrangements 2015/16 for consultation.	22 <sup>nd</sup> November 2013	Portfolio Holder

Special School Nursery Funding	This report recommends a change to the funding formula for nursery provision within Warwickshire's special schools. When the Early Years Single Funding Formula was introduced in 2010, it was agreed that 152 places would be guaranteed. However, these places are not being used on a regular basis and this report recommends that the number of guaranteed places is reduced.	12 <sup>th</sup> December 2013	Cabinet
School Admission Arrangements 2015/16	That Cabinet approve the admission arrangements for Warwickshire Schools for 2015/16 entry.	13 <sup>th</sup> March 2014	Cabinet
Early Years and Childcare Sufficiency Assessment	To inform elected members of the Local Authority's performance in meeting its duty to secure sufficient childcare and to gain agreement to the related action plan.	10 <sup>th</sup> April 2014	Cabinet

## 2.0 Independent Reviewing Service in Warwickshire

- 2.0 At its meeting on 11<sup>th</sup> September 2013, the Corporate Parenting Panel requested that the Children and Young People Overview and Scrutiny Committee ask the Portfolio Holder for Children and Schools to investigate the difficulties experienced by the Service around recruitment, which could be related to comparative pay scales for IRO officers.

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## **Children and Young People Overview and Scrutiny Committee**

**6 November 2013**

### **Support for Children in Schools**

#### **Recommendations**

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the options to address the shortage of Additional Needs places in the county and setting out alternative provision for those with Behavioural, Social and Emotional Difficulties;
- 2) Consider how members' comments have been addressed in respect of the Area Behaviour Partnerships in meeting the needs of pupils; and
- 3) Consider and comment on progress working towards implementation of the national Special Educational Needs and Disability (SEND) reforms.

#### **1.0 Options presented to address the shortage of Additional Needs places in the county and setting out alternative provision for those with Behavioural, Social and Emotional Difficulties**

- 1.1 The Local Authority has a statutory duty to provide appropriate educational provision for pupils who have a statement of Special Educational Need. The Local Authority recognises that too many children and young people with the most severe and complex special educational complex and disability are unable to access local provision to meet their needs. The over reliance on Out of Authority placements is not appropriate or sustainable. These placements are not necessarily securing the best outcomes for young people. This approach is not supporting investment and capacity building in local provision, nor is it financially viable.
- 1.2 In the absence of appropriate Local Authority places, Out of Authority provision is sought. If we are to make an impact on the Out of Authority budget energy must be directed at reducing the number of pupils taking up new places by intervening early, using evidence of what works well and reducing the need for a statement of special education needs.

- 1.3 There is a projected overspend in the overall High Needs Block Funding for 2013/14 and action needs to be taken to curtail growth and deliver savings targets on Dedicated Schools Grant (DSG) funded areas during 2013/14. The projected overspend is currently £4m which includes the projected overspend on Out of Authority placements as outlined below. A report outlining the overspend was presented to Schools Forum on 11<sup>th</sup> October 2013.
- 1.4 This report considers the Out of Authority Placements (OLA) allocation within the DSG. There are currently 328 children placed in Out of Authority placements (2013-2014) at a cost of **£13, 535,000** which is a projected overspend of £2,984,525.
- 1.5 This report outlines our proposals as to how we can deliver our services differently in order to address the Local Authority overspend, but also to improve educational outcomes of the most vulnerable children with Special Educational Needs or disabilities within Warwickshire.
- 1.6 It is therefore essential that there are revised systems for responding to requests for statutory assessment and allocating resources for high level needs.
- 1.7 Proposals to reduce the number and cost of Out of Authority Placements**

Our Objectives are to:

- i) Invest in new local provision
- ii) Introduce a system for schools to access High Needs Funding
- iii) Review existing systems and processes
- iv) Enhance existing special school provision
- v) Enhance specialist provision in mainstream school
- vi) Develop a system wide approach that supports investment in effective early intervention
- vii) Ensure commissioning arrangements with independent providers offer high quality, value for money and deliver good outcomes

**1.8 Invest in new local provision**

- 1.8.1 To achieve this ambition for our pupils and to secure improved outcomes for them, Warwickshire County Council is looking to further develop in-house provision and encourage the development of the external market.
- 1.8.2 As part of the Capital Bid for Targeted Basic Need a bid has been agreed for a new school for 80 pupils in Key Stage 3 and 4 with additional needs. There is considerable demand for places for pupils with Behavioural, Emotional or Social Difficulty (BESD) and Autistic Spectrum Disorder (ASD) in Warwickshire, particularly in the north of the county.



- 1.8.3 A specification document has been completed and bids have been invited from potential providers to be forwarded by 27 September 2013. The preferred sponsor options will be presented to DfE on 17 October 2013. Following on from this a Project Management Framework and workstreams will be established to progress this work.
- 1.8.4 As an academy the new school will control its own pupil admissions and working in partnership Warwickshire County Council will ensure that Warwickshire pupils are considered for priority places. Any surplus additional places could be offered out and income generate for the school.
- 1.8.5 Cost Reduction:

The current average cost of Out of Authority ASD/BESD placements is £45k and new placements can reach up to £55k. Using our current pupils on roll at our 9 special schools we can assume that of 80 places approx. 5 might be taken up by other Local Authority pupils. The profile of the 75 Warwickshire County Council pupils in the new schools would affect the savings. A prudent estimate of savings is around £1m see **Appendix A**.

## **1.9 Introduce a system for schools to access High Needs Funding**

- 1.9.1 In almost all cases out of authority placements start with a Statement of Special Educational Needs (SEN). A number of children and young people move to out of authority places via Warwickshire's special schools, some directly from mainstream and some as an outcome of tribunal. A very small number of pupils start their educational careers in out of authority placements. In 2012–13, the Educational Psychology Service worked with providers to return pupils to local placements but if we are to make a significant impact on the out of authority budget, effort must be directed at reducing the number of pupils taking up new places by intervening early, using evidence of what works best and reducing the need for a statement of special educational need.
- 1.9.2 In recent years there has been a considerable increase in the number of pupils referred for statutory assessment. Over the last three calendar years there has been an increase of 59.4%. Not all referrals proceed to statutory assessment, and not all statutory assessments will result in a statement being issued. However, the high number of referrals inevitably leads to more children with statements, and consequently more funding to mainstream schools, demand on state funded special school provision, or, for some, an independent out of authority placement.
- 1.9.3 In order to reduce the requests for statements Warwickshire County Council will align statement request thresholds with other Local Authorities and re benchmark. The High Needs Funding Panel will provide increased scrutiny regarding which children move to statutory assessment. The Educational Psychology Service will be working with schools to increase their confidence

in managing children with additional needs. The SEND reforms and work towards the implementation of the single Education, Health and Social Care Plan will encourage schools to understand the financial benefit of supporting children rather than processes. The single plan's focus is on children's needs and will this will require a cultural change and shift in the way we currently deliver assessment, statement and review services.

#### 1.9.4 High Needs Funding Panel:

The Top up Funding for Special Education Needs in Mainstream Schools has a Dedicated Schools Grant (DSG) allocated budget for 2013/14 of £5,071,526. Currently it is anticipated that this budget will meet the applications for funding. The aim of top up funding is for Local Authorities to use their high needs budget to meet the individual needs of children and young people with high needs over and above the funding provided to institutions through place led funding.

Warwickshire has established a multi-disciplinary High Needs Funding Panel to oversee the allocation of this top up funding and ensure schools use their delegated resources appropriately. All requests will be evaluated by a panel and the criteria will be clear and transparent. It also offers an opportunity to tighten up expectations around universal and targeted support and ensure that this support has been implemented prior to any request for further funding.

#### 1.9.5 Our objectives will be to:

- i) Improve statutory processes.
- ii) Ensure efficient use of Main School Fund and evaluate school requests for top up funding.
- iii) Reduce the expenditure on new and existing statements and High Needs Funding where these are not considered necessary to support the young person appropriately.
- iv) Ensure there is clear eligibility criteria and equitable resource allocation for Special Educational Needs Children.

#### 1.9.6 The Panel will consider:

- i) Requests for funding above C Band (£3,613) will be reviewed to ensure there is clear and transparent decision making in line with established criteria.
- ii) Applications for statutory assessment and make decisions about issuing a statement and levels of funding.
- iii) Review annually Statements to consider if the funding allocation is still appropriate.
- iv) All requests for out of authority placements.

Baseline data will be gathered in order to evaluate the impact of the High Needs Funding Panel in terms of decisions and allocation of financial resources. Early indications are that the panel is offering increased scrutiny over funding requests.

#### 1.9.7 Cost Reduction:

It is proposed a cost reduction will be brought about through schools being more accountable for the targeted use of their budget to meet the needs of pupils with additional needs (£6,000 per pupil).

### 1.10 **Review existing systems and processes**

1.10.1 We have identified a number of areas where we can review our systems and processes in order to bring about efficiency savings whilst delivering positive outcomes. We have identified that Educational Psychology Service (EPS) and specialist teachers with the Integrated Disability Service (IDS) Autism Service can support this work, through:

- i) Reviewing existing placements in out of authority independent provision, the objective will be to identify pupils whose needs could be met in local provision with the appropriate package of support
- ii) Be involved in reviewing request for statements- applying more rigour in this process to ensure that all early intervention approaches have been applied
- iii) Work with schools and parents to inform them of the national reforms and prepare for the culture change that will be required
- iv) Work with Assessment Statement and Review Service to identify placements at risk of break down and to support such placements before any referral to specialist provision.
- v) Target transitional Annual Reviews (Yr 5) focussing on staff capacity building and parental confidence.
- vi) Identify two Professional Learning Communities with a high number of young people moving to specialist education and identify contributory factors and associated needs such as school staff confidence / capacity, parental confidence, revised systems or more effective interventions. Provide clearly quantified and specified recommendations to the Professional Learning Communities plus tailored interventions where required and evaluation of impact.

### 1.10.2 Cost Reduction:

It is proposed that utilising our specialist services to review our systems and processes will bring about operational efficiencies. This will enable savings in time and also the revision of referral pathways and process mapping in response to the new reforms.

## 1.11 **Enhance existing special school provision (state funded provision)**

1.11.1 The January 2013 census recorded 1074 Warwickshire pupils attending the 9 state funded special schools in Warwickshire, 2 of which are now Academies. A small number of Warwickshire pupils attend state funded special school provision in other Local Authorities.

1.11.2 The number of special school places in existing schools has not increased in line with the increase in the birth rate and despite the increasing numbers of pupils with a statement of Special Education Needs.

1.11.3 The demand for provision for pupils with challenging behaviour and social communication and interaction needs has been evidenced. The Local Authority has 8 places per year for boys at River House for pupils with Behavioural, Emotional and Social Difficulties in key stages 3 and 4. There is no secondary provision for girls. The Assessment, Statementing and Review Service (ASRS) commissions five places at Woodfield Primary School, Coventry and six places at Springfield House School, Solihull. In the last two years the Authority has placed 63 pupils in independent sector BESD provision.

1.11.4 The Local Authority has secured funding for 60 additional special school places at Brooke and Welcombe Hills Schools. The expansion programme will be completed in September 2014.

### 1.11.5 Cost Reduction:

Developing internal capacity for children and young people with additional needs will benefit children who may otherwise have been placed out of authority placements. The prudent estimated savings/avoidance of increased costs is £1,500m see **Appendix A**.

## 1.12 **Enhance specialist provision in mainstream schools**

1.12.1 A corporate audit is likely to highlight unmet needs and inform ways to increase local capacity for children with additional needs. A working group is being established to explore where there may be scope for additional capacity building in mainstream schools for pupils with additional needs in particular in relation to primary school age children.

1.12.2 Using expertise within the Integrated Disability Service and Educational Psychology Service we will identify how we could develop such provision to provide outreach support.

### **1.13 Enhancing local mainstream provision - Primary sector**

1.13.1 The Primary Inclusion Support Groups were developed as a model of educational provision that avoid the need for permanent exclusion from the primary phase. This was a response to the closure of the primary section of the Warwickshire Pupil Referral Unit (PRU).

1.13.2 The Dedicated Schools Grant Allocated spend for 2013/14 for Primary Early Intervention is £1,041,000.

#### **1.13.3 Inclusion Support Groups:**

The key elements, characteristics and proposed savings are outlined in the 11 October 2013 Schools Forum Report. The number of placements each year is rising. Once placed, few pupils return from independent placements to mainstream school. In 2012/13, 12 pupils from Inclusion Support Groups were placed in Out of Authority provision. A further 11 were placed from non-Inclusion Support Group provision. Based on comparative arrangements in Coventry, officers are confident that the introduction of Specialist Inclusion Support Group provision would reduce the need for some of these pupils to be placed out of the authority.

#### **1.13.4 Cost Benefits**

The average cost of an Inclusion Support Group intervention is £6k. Based on a reduction of 4 out of authority placements in one year, a saving of £0.180m is estimated. This excludes additional savings on transport. A prudent future saving/avoidance of increase costs is £0.156m, see **Appendix A**.

### **1.14 Develop a system wide approach that supports investment in effective early identification and intervention**

1.14.1 Early identification and intervention will be a significant part of the revised SEND model. There are a number of existing initiatives that are supporting early intervention approaches with children and young people with SEND. Investment in Early Intervention is also a cost benefit/avoidance strategy which keeps costs the same rather than resulting in an increase in demand on more costly resources.

### **1.15 Promoting the use of the Common Assessment Framework (CAF) for children with SEND across Warwickshire:**

1.15.1 We will continue to promote the use of the Common Assessment Framework (CAF) within Warwickshire to support children and young people and families with Special Educational Needs and disabilities. The aim of Common Assessment Framework is to provide an Early Help Offer and support to families to prevent them requiring specialist support in the future.

- 1.15.2 The use of the Common Assessment Framework is part of the strategy to improve outcomes for children and young people by ensuring integrated working practices with health, education and social care. The Common Assessment Framework supports children and young people who may not meet the thresholds for statutory or specialist services but who, without help are at risk of not achieving good outcomes. The Common Assessment Framework is also an expected step prior to accessing Specialist Inclusion Support Groups (ISG's) as outlined above.
- 1.15.3 Other services such as the Integrated Disability Service (IDS), Schools Early Intervention Service, Education Psychology Service all support the early intervention services. Effective early intervention should demonstrate that needs are met without recourse to costly specialist intervention.
- 1.15.4 The Assessment Statement and Review Service through a Service Level Agreement with the Early Intervention Service is currently supporting children transitioning from primary to secondary level schooling.

## **1.16 Autism: From Early Intervention to In Authority Mainstream Provision**

### **1.16.1 Integrated Disability Service – Autism service:**

Warwickshire has recently undertaken a needs analysis as part of requirements to establish an all age autism strategy. Figures indicate an increasing prevalence of autism within the school age population. The Assessment Statement and Review Service commissions at a cost of £230,000 with the Integrated Disability Service, Autism Service to offer intensive support in school to secure placements. From September 2012 – July 2013 the Autism Service worked with 46 pupils at high risk of placement breakdown, of these 42 remain in local authority schools. If these 42 children had been placed Out of Local Authority then the cost a £45k per pupil may have been £1.89m, see **Appendix A**.

In addition to this the Assessment Statementing and Review Service have a commission of £102,000 with the Integrated Disability Service, Autism Service to co-ordinate and deliver Flexible Learning Programmes (FLP) at key stage 4 for up to 10 pupils who are unable to access local school due to anxiety linked to autism. To meet statement objectives each pupil costs the authority £20,000. If these young people were placed in Out of Local Authority placements the average placement cost would be £45k, therefore the saving is £25k per pupil.

## **1.17 Autistic Spectrum Disorder (ASD) Friendly School Environment Audits**

- 1.17.1 The Educational Psychology Service has developed a unique Autistic Spectrum Disorder Audit Tool based on Autism Education Trust national standards to ensure school readiness for pupils with Autistic Spectrum Disorder. We believe it would promote good early intervention practice in

schools and is one which the Local Authority could adopt as a standard prior to requests for High Needs Funding/statements. The cost of the Autistic Spectrum Disorder Audit is £520. The outcome is to encourage autism friendly environments within schools.

## **1.18 Specialist Lead Practitioner**

1.18.1 Evidence based training for lead practitioners within schools would create an opportunity for early intervention for children on the Autistic spectrum or even prior to diagnosis. These lead teachers could develop hubs of good practice, building into dynamic enhanced provision for the hard to place pupils, those who benefit from a mainstream curriculum but struggle with a mainstream physical and social environment.

### **1.18.2 Cost Reduction:**

In summary 52 pupils have been supported through an investment of £332,000 in the Integrated Disability Service, Autism Service to sustain placements within Warwickshire. The estimated savings/avoidance of increased costs from this intervention is £1,910m, see **Appendix A**.

## **1.19 Ensure commissioning arrangements with independent providers are high quality, value for money and deliver good outcomes**

1.19.1 Through working closely with Special Educational Needs Independent Schools, our commissioning officers will continue to negotiate discount arrangements and savings and evaluate pupil outcomes for those pupils placed. Examples of these negotiations are a cost and volume arrangements with two providers has realised a saving of £51k per year. With three other providers an overall 5% fee discount has been negotiated.

We have also identified other areas where we can improve the commissioning of Out of Authority places. These areas are:

- i) strengthening the brokerage model within Warwickshire;
- ii) ensure robust quality assurance frameworks are in place to review the outcomes of children and young people placed in Out of Authority placements;
- iii) attach outcome measurements such as provider performance targets;
- iv) negotiate better economies of scale with independent placement providers;
- v) monitor contracts with providers outside of the Annual Review process; and

- vi) explore options for working with neighbouring authorities on regional commissioning of placements.

## 2.0 Progress of the Area Behaviour Partnerships

2.1 This section of the paper provides an update on progress on the new approach adopted by the Council to prevent exclusions and better provide for excluded young people as requested by the Committee. It will look at the following issues:

- i) How the new arrangements for excluded pupils and those at risk of exclusion are working.
- ii) How concerns raised at the Overview and Scrutiny Committee in November 2012 have been addressed.

2.2 The Committee will be aware that Warwickshire County Council has a statutory duty to provide for excluded pupils but the new approach seeks to devolve the operational responsibility for managing provision for excluded pupils to schools organised into four Area Behaviour Partnerships (ABPs). The devolved responsibility and budget also allows Area Behaviour Partnerships to use £2.4m of devolved resources flexibly to prevent exclusion. The principles therefore which underpin the approach are, in summary:

- i) Devolving funding to partnerships of schools
- ii) Schools working collaboratively to:
  - fund early intervention support in order to avoid exclusion (e.g. Learning Support Units)
  - implement the managed transfer process where pupils are supported to make a fresh start at a new school
  - purchase packages of education appropriate to the individual child from a range of approved alternative providers such as Further Education colleges who are subject to the Framework Agreement for Alternative Education Provision which became live on 1 September 2012.

2.3 The Authority has put robust mechanisms into place to monitor the new approach. Arrangements are overseen by the Head of Vulnerable Groups and the Virtual School who provides reports about the impact of the work of Area Behaviour Partnerships every two months to the Access to Education Steering Group, chaired by the Portfolio Holder for Children and Schools.

2.4 The new approach has seen a steep decline in the number of permanent exclusions. In 2010/11 there were 88. This fell to 32 in 2011/12 and in 2012/13 the total was only 20. More detailed figures are given in **Appendix B**.

2.5 Area Behaviour Partnership chairs report that the new approach has enabled more young people at risk of permanent exclusion to gain appropriate qualifications and progress to some form of education, employment or training when they leave school. The overall proportion of 16-18 year olds who are not



in education, employment or training has fallen from 5.2% in 2010, to 4.5% in 2011 and 3.6% in 2012. The numbers of excluded pupils and those at risk of exclusion not progressing into a positive destination has fallen substantially

- 2.6 The use of Alternative Provision increased during 2012/13. This reached a maximum of 188 pupils accessing this through either full-time or part-time placements in June 2013. Full details are provided in **Appendix C**.
- 2.7 The Framework Agreement for Alternative Education Provision currently consists of 23 active part-time providers and five full-time providers. Between November 2012 and March 2013 the Authority carried out visits to all approved providers where pupils have been placed to ensure the quality of provision and that they continue to meet the Framework specification. Further monitoring is scheduled for November and December 2013.
- 2.8 At the Committee on 6<sup>th</sup> November 2012, members recommended that:
- Alternative provision continues to be rigorously monitored and assessed. The monitoring of Alternative Provision is described above in paragraph 2.7
  - All exclusions are recorded with a clear reason (“reason unknown” is not acceptable) See **Appendix B**.
  - The role of the Area Behaviour Partnerships is understood by all teams working for the Local Authority, particularly the Looked After Children (LAC) team. The role of ABPs has been widely publicised to teams working for the LA. In respect of the Looked After Children (LAC) team, otherwise known as the Virtual School for Children in Care, the role of Headteacher has been combined with the Lead Improvement Manager for Vulnerable Children who works with ABPs to oversee arrangements for pupils at risk of exclusion.
  - The safeguarding issues highlighted in the Northern Area Behaviour Partnership Chair’s report are referred to the Director of Children’s Services and the Lead Member for Children’s Services for immediate investigation.
    - The safeguarding concerns have been considered at the Access to Education Steering group (see paragraph 4.3). It is a requirement of the Framework for Alternative Provision that the person responsible for safeguarding for each of the Alternative Education Providers must have undergone Designated Teacher Safeguarding Training given by the Local Authority’s Education Safeguarding Manager.
  - The Southern Area Behaviour Partnership Chair’s report is provided to members at the next meeting
    - The Southern Area Behaviour Partnership Chairs report was provided as requested.

- A verbal update is provided at the next meeting on the progress of Warwickshire College in seeking to become an approved provider
  - Warwickshire College is now active on the list of approved providers

### **3.0 Progress on implementing the SEN and Disability (SEND) Reforms**

- 3.1 The Children and Families Bill (2013) and Special Education Need and Disability reforms sets new expectations on local authorities in their provision of services for disabled children and families. Families will be given more choice and control over the support they want and there will be greater use of personal budgets in line with the personalisation agenda.
- 3.2 The key elements of the reforms are:
- A new integrated assessment and Education, Health and Social Care plan (EHC-single plan) which is person centred, outcome focused and supports a smooth transition to adulthood
  - The publication of a 'local offer' of services
  - That there is more choice and control to families regarding the services they receive including the option of a 'personal budget'
  - That the local offer to be extended from 0 up to 25 years of age
- 3.3 Warwickshire is being supported by Solihull Council as Regional SEND Pathfinder in piloting and working towards implementation. Additional Department for Education funding is being made available to develop the 'local offer' as of the 1 October 2013. The changes required will also be set within the context of the High Needs Funding Block Group and Dedicated Schools Grant savings plan.
- 3.4 The Special Education Needs and Disabilities reforms will require Warwickshire County Council to change how it delivers services to children with Special Educational Needs and disabilities. A new delivery model will need to be developed and significant organisational and cultural change will be required.
- 3.5 The Strategic Special Education Needs Lead will establish a Strategic Board. The Strategic Board will consist of lead professional representation from education, schools, health, social care and parent/carers. Expressions of interest will be invited from lead professionals to attend the board. The Strategic Board will offer the governance arrangements and strategic oversight to ensure the systemic and organisational changes needed to respond to legislative requirements are implemented by 1 September 2014.
- 3.6 There will be a Project Management Framework in place to identify operational workstreams. There will be opportunities for early piloting work around testing out personal budgets and non-statutory Education Health and Care plans. We need to start to work with our partners in schools, health and social care to develop Warwickshire's Local Offer.

## 4.0 Conclusion

- 4.1 The need to develop cost effective local provision is clear. The growing number of requests for statutory assessment is driving the need for increased resource. This must be tackled through a system wide approach that supports investment in effective early intervention, and a review of the use of special school provision, alongside more robust monitoring and evaluation of pupil outcomes. This must include a cycle for review, with clear timescales for action.
- 4.2 We will be starting to work towards the implementation of the new SEND reforms prior to September 2014. This will require us to change the way in which we deliver services and will need to be supported by a change and transformation agenda. It will also be an opportunity to look at improving service delivery and efficiencies and further cost savings and cost avoidance strategies.

In summary, the Local Authority will:

- i) Ensure that all requests for statutory assessment and/or an increase in provision are considered by a multi-professional panel against clear criteria.
- ii) Ensure that the allocation of funding in the Main School Block will enable schools to meet pupil need through effective early intervention and reduce the number of new statements of special educational need.
- iii) Invest in enhanced provision in local mainstream primary and secondary schools.
- iv) Review existing state funded specialist provision and the need for capital investment where there is evidence of demand.
- v) Cease arranging new placements in out of authority independent provision.
- vi) Review existing placements in out of authority independent provision, with additional investment in Educational Psychology Services to undertake this review. The objective will be to identify pupils whose needs could be met in local provision with the appropriate package of support.
- vii) Start to work towards implementation of the new SEND reforms

### **Appendices:**

Appendix A – Calculations / Data used to estimate the savings in the report

Appendix B – Permanent Exclusions to date 2012/13

Appendix C – Use of Alternative Provision by ABPs

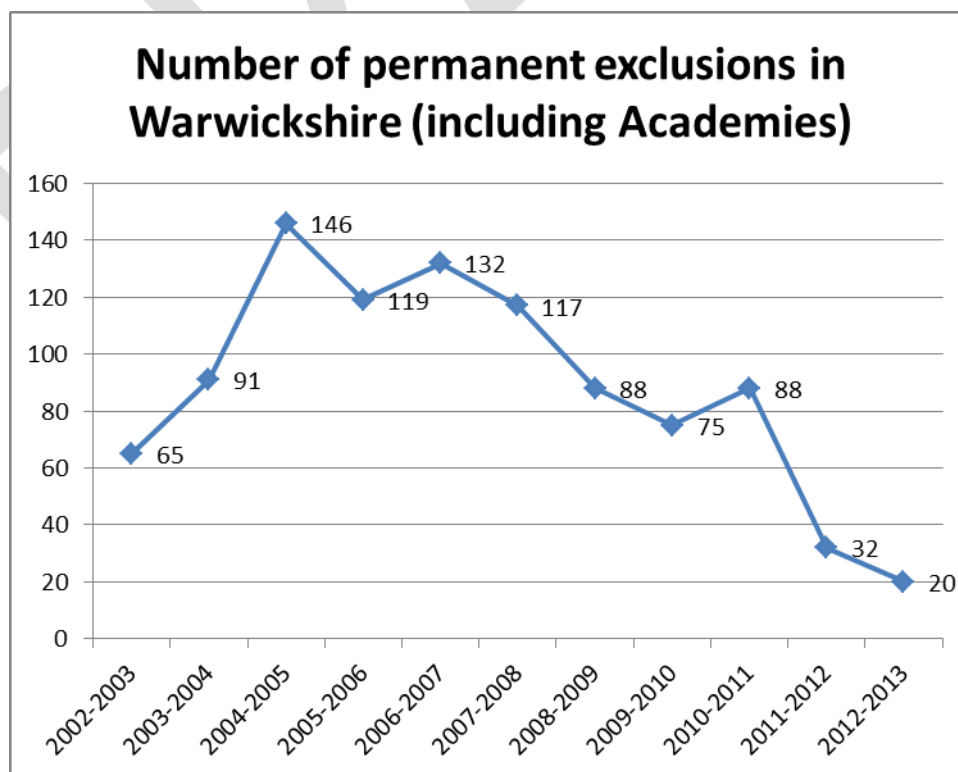
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**Calculations / Data used to estimate the savings in the report**

Para	Description	Estimated Current Costs	Estimated Initiative Costs	Net Estimated Savings / Avoidance of Increased Costs
1.8	Invest in local provision	75 places in Out of County @ £45k a place = £3.375m	80 places in the new school @ £10k each plus 75 top ups of =£2.3m	£1.075m Future Saving
1.11	Enhanced Warwickshire special school provision	60 places in Out of County @ £45k a place = £2.7m	60 places @ £20k = £1.2m	£1.500m Future Saving
1.13	Enhancing local mainstream primary provision – ISG's	4 places in Out of County @ £45k a place = £0.180m	The average cost of an ISG intervention is £6k. Cost for four pupils = £0.024m	£0.156m Future Saving
1.16	Early Intervention - IDS Autism Service	10 places in Out of County @ £45k a place = £0.450m  42 places in Out of County @ £45k a place = £1.890m	10 pupils with Flexible Learning Programmes @ £20k each = £0.200m  A further 42 pupils have been supported to remain in authority through investment of £230,000	£0.250m Current saving / Cost avoidance  £1.660m  Current saving / Cost avoidance
			<b>Total Estimated Savings</b>	<b>£4.641m</b>

Permanent exclusions to date 2012-2013										
Count of School		Column Labels								
Row Labels	Sep 2012	Oct 2012	Nov 2012	Dec 2012	Jan 2013	Mar 2013	May 2013	Jun 2013	Jul 2013	Grand Total
<input type="checkbox"/> <b>Primary</b>		2		1		1	1			5
<input type="checkbox"/> <b>Primary (LA maintained)</b>		2		1		1	1			5
Outwoods Primary		1								1
Racemeadow		1								1
Newdigate				1						1
Chetwynd Junior						1				1
Shipston Primary							1			1
<input type="checkbox"/> <b>Secondary</b>	1	1	2		1		2	3	3	13
<input type="checkbox"/> <b>Academy</b>	1	1	2				2	2	2	10
Ash Green School		1						1		2
Bilton	1						1			2
Campion			1				1			2
Ashlawn			1							1
Aylesford								1		1
Myton									1	1
Stratford upon Avon School									1	1
<input type="checkbox"/> <b>Secondary (LA Maintained)</b>					1			1	1	3
North Leamington					1				1	2
Kingsbury								1		1
<input type="checkbox"/> <b>Special</b>	2									2
<input type="checkbox"/> <b>Special</b>	2									2
River House	2									2
<b>Grand Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>20</b>

<b>Reason for Exclusions</b>								
	<b>2009-2010</b>		<b>2010-2011</b>		<b>2011-2012</b>		<b>2012-2013</b>	
<b>EXCLUSIONS REASON</b>	<b>PERMANENT</b>		<b>PERMANENT</b>		<b>PERMANENT</b>		<b>PERMANENT</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
Physical assault against pupil	7	9.3%	14	15.9%	4	12.5%	4	20.0%
Physical assault against adult	13	17.3%	8	9.1%	5	15.6%	2	10.0%
Verbal abuse / threatening behaviour against pupil	3	4.0%	0	0.0%	2	6.3%	1	5.0%
Verbal abuse / threatening behaviour against adult	5	6.7%	18	20.5%	0	0.0%	2	10.0%
Bullying	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Racist abuse	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Sexual misconduct	0	0.0%	1	1.1%	0	0.0%	0	0.0%
Drug and alcohol related	10	13.3%	4	4.5%	4	12.5%	1	5.0%
Damage to school or personal property belonging to any member of the school community	1	1.3%	1	1.1%	0	0.0%	1	5.0%
Theft	1	1.3%	2	2.3%	0	0.0%	0	0.0%
Persistent disruptive behaviour	23	30.7%	38	43.2%	15	46.9%	9	45.0%
Other	11	14.7%	2	2.3%	2	6.3%	0	0.0%
<b>Total</b>	<b>75</b>	<b>100.0%</b>	<b>88</b>	<b>100.0%</b>	<b>32</b>	<b>100.0%</b>	<b>20</b>	<b>100.0%</b>



## Use of Alternative Provision by ABPs

Area	Number of Students in Full-Time AP			Number of Students in Part-Time AP			Total		
	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013	Nov 2012	March 2013	June 2013
Central	6	3	7	33	29	34	39	32	41
East	10	19	19	0	2	3	10	21	22
North	18	26	35	6	20	19	24	46	54
South	2	2	2	5	10	18	7	12	20
PRU legacy etc.	4	3	36	3	11	15	7	14	51
<b>Total</b>	<b>40</b>	<b>53</b>	<b>99</b>	<b>47</b>	<b>72</b>	<b>89</b>	<b>87</b>	<b>125</b>	<b>188</b>



## Children and Young People Overview and Scrutiny Committee

6<sup>th</sup> November 2013

### Pupil Premium

#### Recommendations:

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider endorsing the development of a Narrowing the Gap Strategy which incorporates the recommendations of the commissioned report by National Education Trust (NET);
- 2) Expresses its view on the proposal that the strategy be implemented as soon as possible after consultation; and
- 3) Recommend if any additional reports or briefing sessions are required at this stage.

#### 1.0 Background

- 1.1 A large minority of children still do not succeed at school or college. *“This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages”.* (Sir Michael Wilshaw, *Unseen Children: Access and Achievement 20 years on. 2013*)
- 1.2 Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school, regardless of Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so.

#### 2.0 Warwickshire Position in relation to Narrowing the Gap

- 2.1 Warwickshire County Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life.

- 2.2 Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance.
- 2.3 It is an important fact however that not all children and young people start from the same point and factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.
- 2.4 Many children do well in our schools but a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.
- 2.5 Narrowing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.
- 2.6 It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good progress

### **3.0 Pupil Premium**

- 3.1 The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- 3.2 The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').
- 3.3 Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.
- 3.4 The Pupil Premium is rising to £1.875 billion in 2013-14, with schools attracting £900 per disadvantaged child.
- 3.5 In July 2013, Warwickshire commissioned a report from NET (National Education Trust) called, '*A review of the additional funding for disadvantaged and service families pupils in Warwickshire*'. (A copy can be found in **Appendix B.**)
- 3.6 The NET report set out to do three things:
  - 1) To share some of the best practice in the use of the pupil premium that is going on in Warwickshire schools how individual institutions are bucking local and national trends for disadvantaged learners.

- 2) To identify some challenges in narrowing the attainment gap that exists in Warwickshire schools and across the LA. (Please refer to **Appendix C** for attainment in Warwickshire.)
- 3) To offer some sustainable, long term solutions for overcoming those challenges.

### 3.7 It found that:

- i) In the best schools, in Warwickshire and beyond, there is a relentless focus on sustained high quality, like Brighton through a stick of rock. This focus on quality and long term thinking underpins the interrelated priorities for schools and the LA as set out in the report. These are **recruiting, training and retaining the best possible teaching and support staff**, to the benefit of all learners.
- ii) There is also a need for even better **partnership working**, sharing best practice, and best process – the journey of improvement. Finally, there is the imperative for a sustained approach to “improving” **attitudes to learning and family engagement** – a vital ingredient for long term improvements for disadvantaged learners.
- iii) Who successful schools spend it on?
  - They take a long term approach, using the funding for early interventions as well as for preparing students for national tests and exams.
  - They take a whole school approach, identifying every child’s needs, and proportionally part-funding the appropriate interventions with pupil premium funding to create economies of scale.
  - They focus on high attainers too, stretching them academically. This is something that could be done more, even in successful Warwickshire schools.
- iv) What successful schools spend it on?
  - They spend it on a balance of academic, pastoral and enrichment activities.
  - The most important feature is not the type of intervention, but the quality of the staff delivering it. Successful schools therefore prioritise recruiting high quality staff and training them well. This applies to both teachers and support staff.
  - Successful schools also recognise the importance of knowing their community, and spend funding on community link workers and parental engagement.

## 4.0 Data

- 4.1 **Appendix A** sets out the latest headline results for Warwickshire, which shows that students generally attain high standards at the end of Key Stage 4. However, against this background, the performance of disadvantaged students stands out as a concern.
- 4.2 As can be seen from the graphs, there is a wide gap between the percentages of pupils in the FSM ever 6 group and their peers. The performance of disadvantaged pupils is a national issue, and there is also a wide gap between the performance of the FSM ever 6 group and their peers nationally. The Warwickshire gap is larger (worse) than the national gap.
- 4.3 Only 59% of disadvantaged pupils receiving pupil premium funding achieved Level 4 or above in reading, writing and mathematics, compared with 82% of their peers. This was a gap of 23 ppt.

## 5.0 What do we need to do?

### 5.1 The NET report **Recommended**:

- i) Schools could collaborate financially to make the most of economies of scale. For example, paying for procurement experts to write bids which would pay for themselves, and collaborating to fund a recruitment scheme aimed at getting graduates into schools for teaching and support roles.
- ii) Schools should share knowledge and expertise through better primary-secondary transition, online forums, 'narrowing the gap advocates' and conferences.
- iii) The Local Authority should work with schools to agree a strategy to ensure Warwickshire attracts the best possible teachers and support staff.
- iv) The Local Authority should agree a long term strategic focus on improving attitudes to learning and family engagement in Warwickshire as being of fundamental importance.

### 5.2 To successfully address the Narrowing the Gap agenda it is essential that this is a Council wide and Countywide Strategy. It needs to be an integral part of the work of:

- 1) Consortia
- 2) Leadership Development and CPD (Teaching Schools)
- 3) NQT support and development programme
- 4) Early Intervention Service, Children's Centres and FIS
- 5) Health and Wellbeing (given that educational attainment is one of the biggest influences on lifelong health and wellbeing evidence of

programmes which systematically support the most deprived in our community should be identified and developed within the strategy)

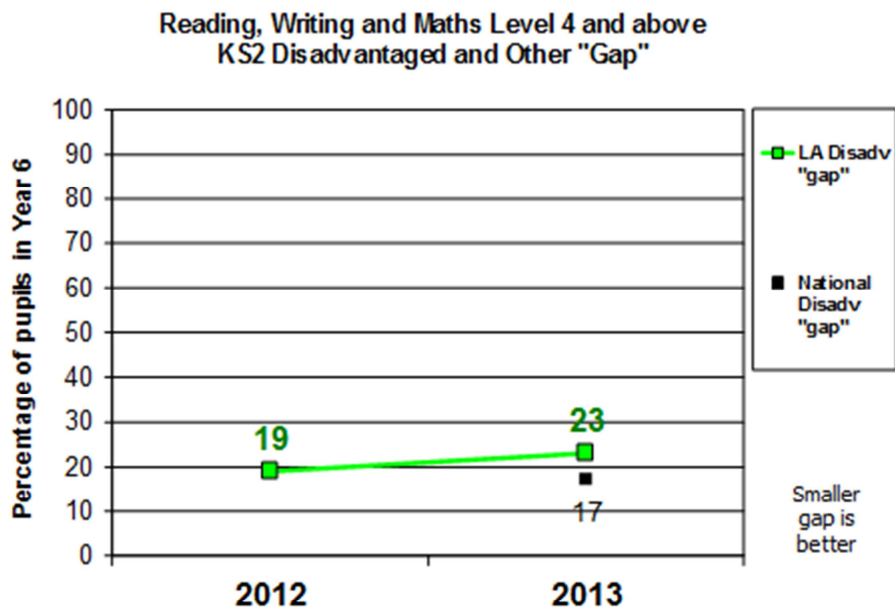
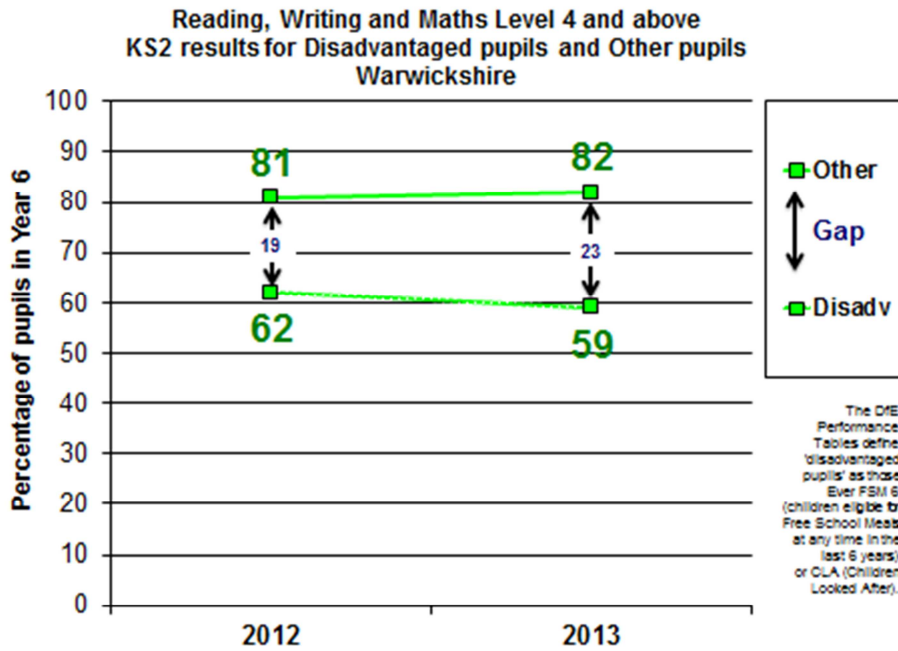
- 6) Programme for School Governors
- 7) Virtual School
- 8) Voluntary sector partners
- 9) Housing Authorities

## 6.0 Equality Impact Assessment (EIA)

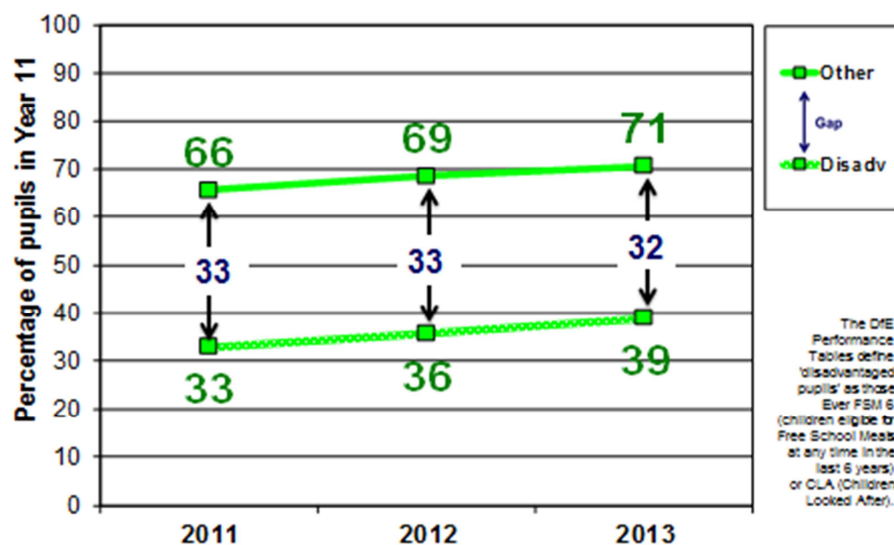
- 6.1 This strategy is intended to ensure that inequalities in outcomes are significantly reduced. It will therefore be a positive contribution to the Equalities Agenda. (The EIA can be found in **Appendix D**)

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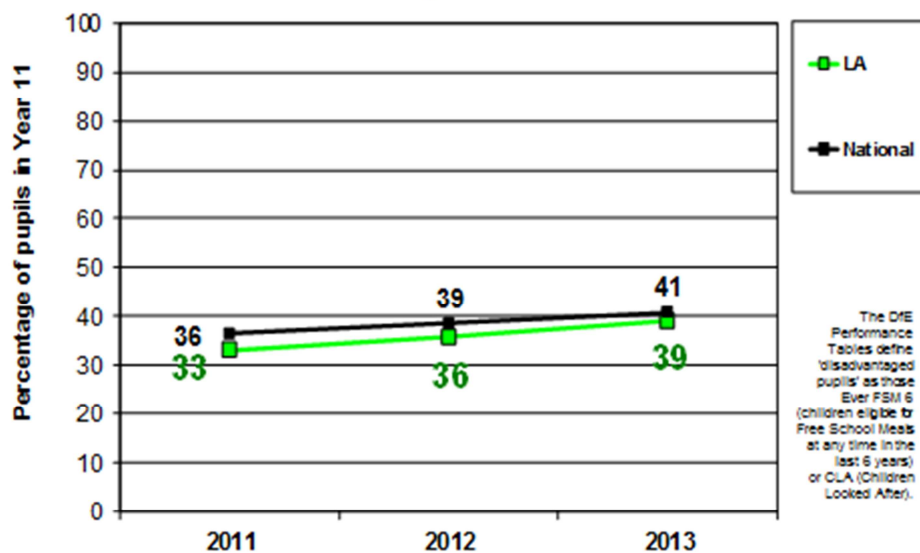
## APPENDIX A



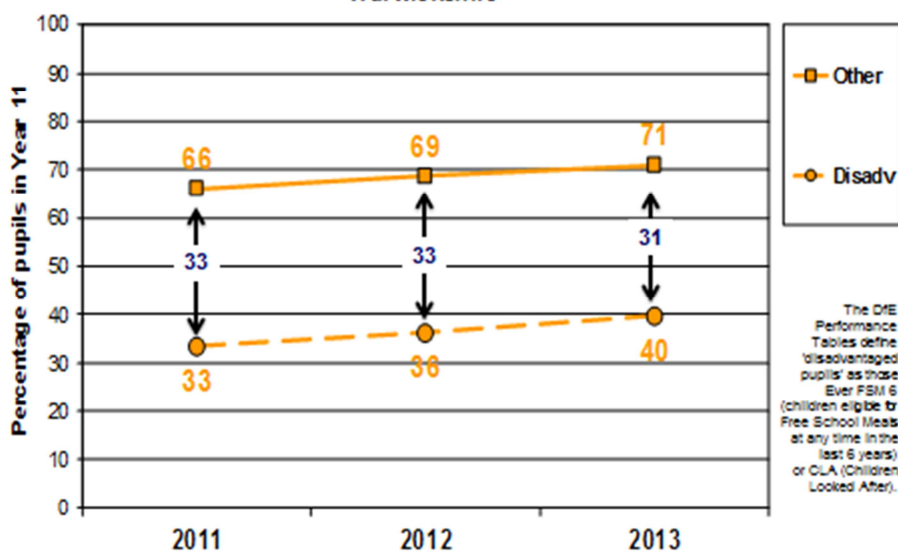
Five or more grades A\* to C including English and maths  
KS4 results for Disadvantaged Pupils and Other Pupils  
Warwickshire



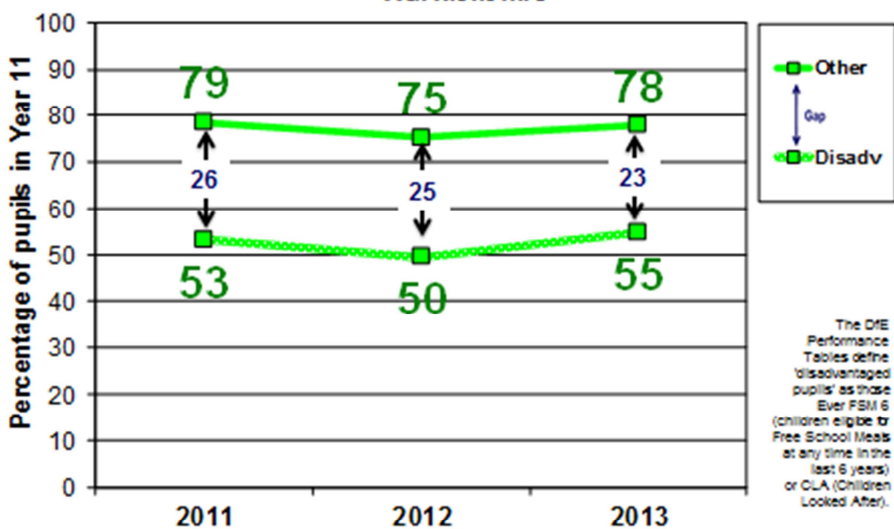
Five or more grades A\* to C including English and maths  
KS4 Disadvantaged pupils  
LA compared with national



A\*-C in both English and Mathematics "Gap"  
 KS4 results for Disadvantaged Pupils and Other Pupils  
 Warwickshire

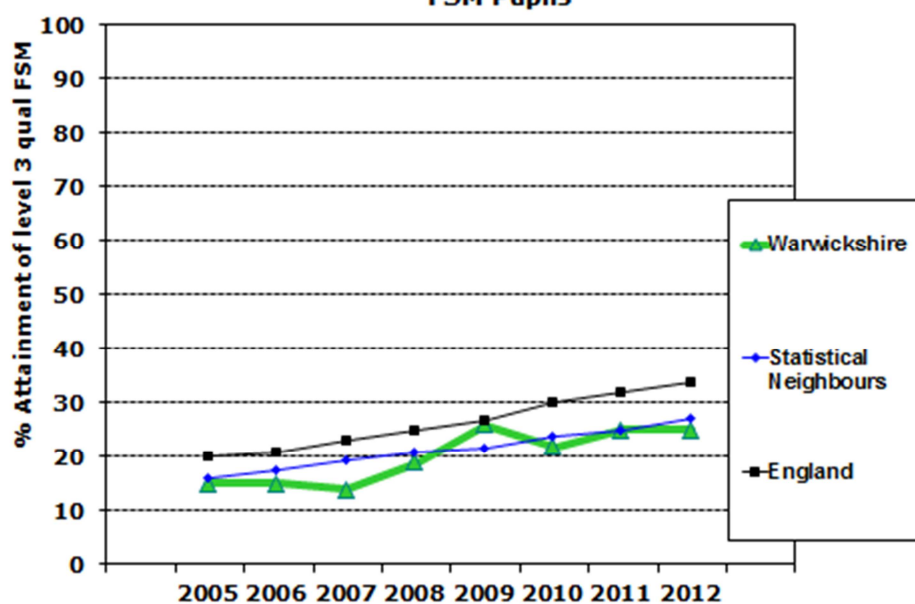


Expected Progress ("3 Levels") - ENGLISH  
 KS4 results for Disadvantaged Pupils and Other Pupils  
 Warwickshire

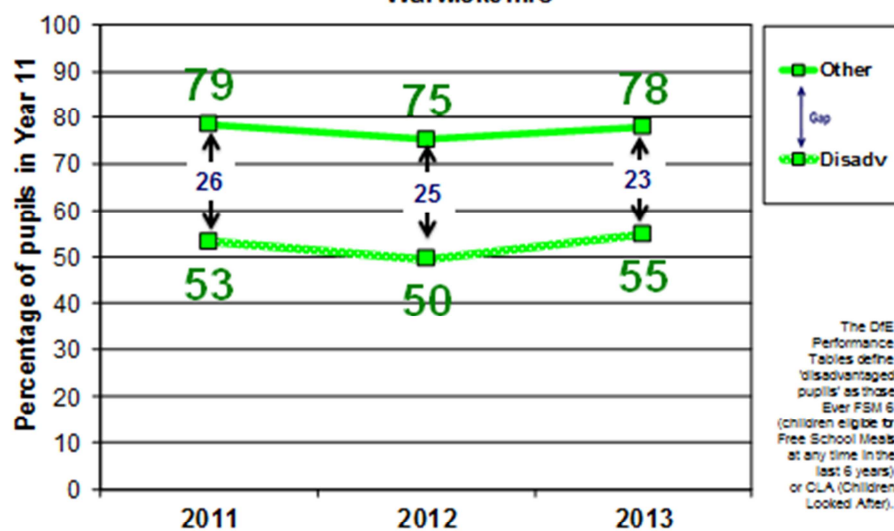




Attainment of a Level 3 qualification by the age of 19 - FSM Pupils



Expected Progress ("3 Levels") - ENGLISH  
KS4 results for Disadvantaged Pupils and Other Pupils  
Warwickshire





# Premium Pupils

A review of the additional funding  
for disadvantaged and service  
families pupils in Warwickshire

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LUCY CREHAN AND MARC ROWLAND

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June 2013

[www.nationaleducationtrust.net](http://www.nationaleducationtrust.net)

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## Foreword

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**The National Education Trust has had a continuous focus on closing the attainment gap, an entrenched and stubborn feature of our education system.**

This report sets out to do three things:

- To share some of the best practice in the use of the pupil premium that is going on in Warwickshire schools – how individual institutions are bucking local and national trends for disadvantaged learners
- To identify some challenges in narrowing the attainment gap that exists in Warwickshire schools and across the LA
- To offer some sustainable, long term solutions for overcoming those challenges.

In the best schools, in Warwickshire and beyond, there is a relentless focus on sustained high quality, *like Brighton through a stick of rock*. This focus on quality and long term thinking underpins the interrelated priorities for schools and the LA as set out in the report. These are recruiting, **training and retaining the best possible teaching and support staff**, to the benefit of *all* learners.

There is also a need for even better **partnership working**, sharing best practice, and best process – the journey of improvement. Finally, there is the imperative for a sustained approach to improving **attitudes to learning and family engagement** – a vital ingredient for long term improvements for disadvantaged learners.

From working with Warwickshire LA on this review, their commitment to championing better outcomes for vulnerable learners is clear. We hope that this report will make a significant contribution to that commitment, maximising the impact of the pupil premium and providing a catalyst for better outcomes for all.

ROY BLATCHFORD  
Executive Director  
The National Education Trust  
July 2013

## Executive Summary

The pupil premium is a national initiative which grants schools extra funding based on the number of disadvantaged pupils they have on roll, and is aimed at addressing the gap in educational attainment between these pupils and their more advantaged peers.

The use of this funding is a priority area for Warwickshire, as although Warwickshire schools' exam results are above the national average, and pupils eligible for Free School Meals (FSM) attain more highly at GCSE than those in similar authorities, attainment gaps at both primary and secondary level remain significant. For this reason, Warwickshire LA commissioned the National Education Trust to look at the use of the pupil premium in Warwickshire schools, and to make recommendations for its improvement.

As part of this review, we held two headteacher focus groups, spoke to school leaders at three headteacher meetings, met with governors at five governor meetings, received responses from headteacher questionnaires, visited seven schools and observed 31 group or one to one sessions with pupils. We found that the most common use of the funding was academic interventions; in particular, small group and 1:1 tuition, and that these were led by teachers in some schools and teaching assistants (TAs) in others. Schools also used funding for pastoral support, such as nurture groups and counsellors, and for enrichment activities and out of school clubs.

The headteachers we spoke to were rich with ideas and suggestions, many of which are incorporated in section 3 of the report, and are summarised below. However, there were also some concerns from headteachers: around funding (whether it would continue); eligibility (whether they could use the funding for non FSM pupils); accountability (how they should evidence the impact); and social stigma (how they could avoid families experiencing this).

We spoke to Ofsted and the Department for Education to address some of these questions. From these conversations, it was made clear that:

- schools can use the pupil premium in any way they think is effective, as long as the attainment gap is closing in the context of whole school improvement



- the pupil premium can be used to proportionally part-fund interventions that include ineligible students, therefore bringing about economies of scale
- the pupil premium can be spent on enrichment activities, as long as these have some educational goal (even if indirect) and the impact is measured
- impact does not have to be measured by academic attainment only; attendance, behaviour, teaching quality, parent surveys etc. are acceptable.

We also spoke to a Local Authority where disadvantaged pupils are performing extremely well by any measurement. Whilst the pupil premium has been beneficial, the LA view is that a key contributory factor to those successes are very positive attitudes to learning originating at home and in local communities, supported and sustained by consistently high quality teaching and leadership.

A major part of our research involved visiting schools where pupil premium pupils were performing well in comparison to disadvantaged pupils locally and nationally, speaking to the headteachers and other key members of staff, and seeing some of the interventions in person. From these case study visits, we drew out the following key findings regarding what made these schools successful at improving the performance of their pupil premium pupils, which other Warwickshire schools can learn from. We expect these to act as recommendations.

#### Who successful schools spend it on

- They take a long term approach, using the funding for early interventions as well as for preparing students for national tests and exams.
- They take a whole school approach, identifying every child's needs, and proportionally part-funding the appropriate interventions with pupil premium funding to create economies of scale.
- They focus on high attainers too, stretching them academically. This is something that could be done more, even in successful Warwickshire schools.

#### What successful schools spend it on

- They spend it on a balance of academic, pastoral and enrichment activities.
- The most important feature is not the type of intervention, but the quality of the staff delivering it. Successful schools therefore prioritise recruiting high quality staff and training them well. This applies to both teachers and support staff.
- Successful schools also recognise the importance of knowing their community, and spend funding on community link workers and parental engagement.

#### How successful schools track it

- They track every pupil's progress and know every child's needs.
- They measure the impact of every intervention, using a variety of impact data.
- Where an intervention is not working, they change how they are doing it or stop doing it all together.
- School governors have a good understanding of the pupil premium funded activities and their impact, and challenge the school to narrow the achievement gap.

Having laid out *school level* recommendations in these findings, we follow with some *county level* recommendations:

1. The Local Authority should work with schools to agree a strategy to ensure Warwickshire attracts the best possible teachers and support staff.
2. The Local Authority should agree a long term strategic focus on improving attitudes to learning and family engagement in Warwickshire as being of fundamental importance.



3. The Local Authority should consider introducing guidance on minimum requirements and professional standards for teaching assistants in Warwickshire.
4. Schools could collaborate financially to make the most of economies of scale. For example, paying for procurement experts to write bids which would pay for themselves, and collaborating to fund a recruitment scheme aimed at getting graduates into schools for teaching and support roles.
5. Schools should share knowledge and expertise through better primary-secondary transition, online forums, 'narrowing the gap advocates' and conferences.
6. Governing bodies should nominate a pupil premium governor, and the local authority should provide training in monitoring and evaluating for these governors.

More details about what schools are doing with the pupil premium, the impact of the funding and how outcomes for disadvantaged pupils might be further improved can be found in the full report and case studies. We believe these recommendations to be of vital importance to Warwickshire schools if they are to realise the full potential of the pupil premium.





## 1 Context

### The national context

The pupil premium was introduced in 2011, providing additional funding to help schools improve the learning of disadvantaged pupils and in doing so, reduce educational inequality. The funding is allocated per pupil, and initially covered looked after children, the children of service personnel and any children who were eligible for free school meals; it has now been extended to include children who have been eligible for FSM at any point in the past 6 years (the Ever6 measure).

The most significant purpose of the pupil premium is to reduce the attainment gap. The headline statistics that illustrate this gap are now well rehearsed but no less shocking for being so. Early achievers from disadvantaged backgrounds are overtaken by their wealthier peers by age 7; the likelihood of a pupil eligible for FSM achieving five or more GCSEs at A\*-C including English and mathematics is less than one third of a non-FSM pupil; and a pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

In 2011, 84% of non-FSM KS2 pupils in England achieved a L4 or above in both their Maths and English SATs, compared to just 61% on FSM; a gap of 19%. In 2012 the gap reduced slightly to 16%, with the percentage of FSM pupils reaching the threshold rising to a greater extent than their peers.

At secondary level, the gaps grow bigger. In 2011, just 37% of FSM pupils in England achieved a C or above in both English and Maths, compared to 66% of non-FSM pupils, leaving a gap of 29%. In 2012 the gap reduced slightly to 27%, but educators and politicians across the political spectrum recognise that this is still far too high, and the money being allocated per pupil is increasing from £600 to £900 per student for the year 2013-2014.

### The Warwickshire context and national comparisons

Warwickshire is divided into the five districts of North Warwickshire, Nuneaton & Bedworth, Rugby, Warwick and Stratford-on-Avon, with a population of 546,600 people and growing, due to in-migration<sup>1</sup>. Despite the focus of population in the main towns of the county, a significant proportion of Warwickshire is rural in nature. According to the most recent estimates, non - 'White-British groups' make up approximately 12% of the county's population, and 'Asian-Indian' and 'White-other' are the largest ethnic groups within this. In Warwickshire, 12.3% of school pupils (4,835) are known to be eligible for and claiming FSM, compared to 19.3% nationally.

### Benchmarking rationale

This contextual information is important as there are numerous subgroups that make up the broad group called 'free school meals' (FSM), some of which attain at higher levels than others. However, despite differences in contexts across the country, we took the view during this review that it was important to benchmark Warwickshire against the best performers nationally, rather than comparing Warwickshire with similar authorities only. Whilst contexts are different in some of the highest performing authorities, there appear to be some *key ingredients* for long term success in local authorities (LAs) where disadvantaged learners do very well by national standards.

As part of our research, we spoke with a high performing local authority that did particularly well with its FSM pupils. They described the key ingredients as consistently high quality teaching and learning, schools working together in partnership and positive attitudes to learning. These three elements together created a 'virtuous circle', in which the pupils and families recognised the link between hard work and future prosperity, making them more receptive to teaching, which attracts more high quality teachers

and improves outcomes further, with schools working together to provide the best possible opportunities for learners. Generally speaking, this means that pupil premium funded activity is supplementary to (or supports) quality first wave teaching and learning, delivered by effective personnel to receptive pupils.

Underpinning this is a focused programme of CPD and long term partnership working for school leaders (via the borough) that encourages collaboration for sustaining success and the sharing of practical solutions to challenges. Further, good relationships between schools and the LA mean that some of the very best school leaders are working with some of the most challenging schools.

It may seem like an unrealistic expectation to recreate this virtuous circle, but we found similar approaches in successful schools we visited in Warwickshire. These were schools that are bucking both local and national trends in attainment levels for disadvantaged pupils, so we know it 'can be done' in the Warwickshire context, and the case studies in the final section offer some practical 'Warwickshire Specific' ideas and solutions that have had significant impact. In this review and in the wider work of the National Education Trust we have found that the highest performing schools - from Stockton to Southampton, and via Warwickshire – benchmark against the very best schools nationally, rather than those in similar circumstances.

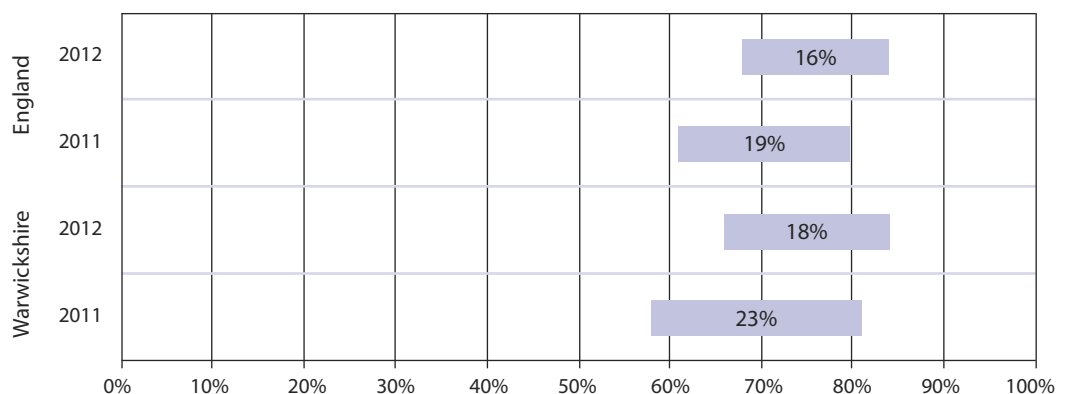
Whilst we fully recognise the difference in context between Warwickshire and inner urban LAs, our concern with simply benchmarking against 'similar' LAs meant we risked not identifying and challenging some of the key drivers for the attainment gap that exists in Warwickshire. It could also lead us to make recommendations that aimed for Warwickshire to be a 'middle ranking' LA in terms of attainment levels for disadvantaged learners. We wanted to aim higher. It is worth noting that even in the highest performing LAs, there are only eight nationally where more than 55% of disadvantaged students got a grade C+ in English and Maths last year.

### National comparisons

In terms of school performance, Warwickshire schools perform slightly better than the national average at both primary and secondary level, with 80% of KS2 students getting L4 or above in English and Maths (E&M) in 2012<sup>2</sup> (compared to 79% nationally) and 63% of KS4 pupils achieving Cs or above in the same subjects (compared to 59% nationally).

However, this overall score hides disparities between the performance of FSM and non-FSM pupils, just as it did at the national level. At KS2, the percentage of pupils meeting the L4 threshold who were not on FSM in Warwickshire was the same as the national figure in 2012, and slightly better in 2011. However, a smaller percentage of FSM pupils in Warwickshire reached this threshold than did FSM pupils nationally, despite Warwickshire doing better in this measure than similar authorities. (See Graph 1)

◆ **Graph 1: The attainment gap at KS2 in Warwickshire and nationally, based on the percentage of FSM and non FSM students getting L4 or above in both English and Maths**





At KS4, the national gap increases, but in Warwickshire it increases more dramatically;

the proportion of non-FSM meeting the English and Maths threshold is slightly better than the national average, but the proportion of FSM pupils doing the same is worse than the national average, leading to a bigger achievement gap of 33% compared to 27%. (See Graph 2)

We can also break down the relative performance of pupils from disadvantaged backgrounds and other students by looking at the difference in the percentages of students who get an A or an A\* in both English and Maths. Nationally, this is 11.1% of non-FSM students compared to only 2.6% of FSM students. In Warwickshire, it is 13.7% of non-FSM students, but only 1.2% of FSM students.

This data puts Warwickshire at LA rankings of 88 out of 150 for FSM performance at KS2 based on the L4s E&M measure, 56 if we look at the proportion of FSM pupils getting L5 or above in English and Maths, 86 for FSM performance at KS4 based on C or above in E&M, and 117 for FSM A/A\* performance. Within Warwickshire, some schools do much better on these measures than others, and it has been our intention to highlight the excellent practice taking place in Warwickshire in this area in order to help this expertise to spread and raise the attainment of pupil premium pupils across the county.

### Current use of the pupil premium in Warwickshire

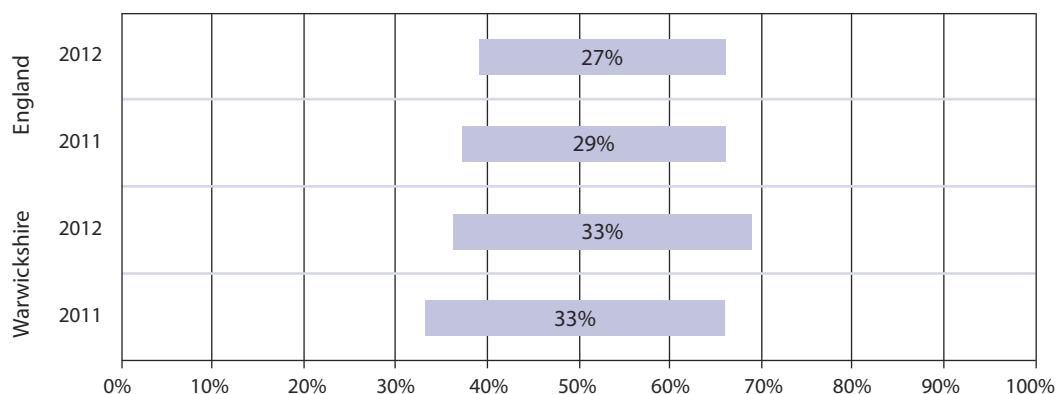
Our information on how schools are currently using the pupil premium came from three sources: conversations with headteachers at focus groups, questionnaire responses at regional headteacher meetings, and the results of an online questionnaire sent to all schools. More information about our data collection can be found in the appendix.

The data we collected suggests that academic interventions are the most common use of pupil premium funding, and include 1:1 tuition and small group tuition, and evidence based reading and maths programmes. In some schools, teaching assistants run these interventions, whereas in others it is teachers.

The second most commonly mentioned use of pupil premium funding was staffing. This covered teaching assistants, teachers and staff CPD, in the order in which they were most often cited. A small number said they spent pupil premium funding on counsellors, mentors, home support workers or behaviour support assistants.

After academic interventions and staffing, the most common use of pupil premium funding was on enrichment (e.g. music and drama tuition) and trips, and then other out of school activities, such as after school clubs and breakfast clubs. Seventeen headteachers in our sample used the pupil premium for non-academic interventions such as nurture groups. Few spent the money on equipment, resources or uniforms.

◆ Graph 2: The attainment gap at KS4 in Warwickshire and nationally, based on the percentage of FSM and non FSM students getting Cs or above in both English and Maths





### Warwickshire headteachers' concerns and questions

During our focus groups and other meetings in Warwickshire, headteachers raised various issues surrounding the use of the pupil premium, as well as many ideas and practical suggestions. We will begin by discussing the former, and will come on to effective approaches to the use of the pupil premium in section 3.

#### Funding

Many of the headteachers we spoke to expressed the view that the pupil premium funding is not new money, as they have lost funding elsewhere. Some are therefore looking at what they are doing successfully to support disadvantaged students already, and putting pupil premium funding towards these activities. There was also a concern raised by a smaller number that the pupil premium might be taken away at some point, which prevented them from putting the funding into any long term use that would require continuing funding, such as employing new staff on permanent contracts.

#### Eligibility

Another commonly raised issue was the use of students' eligibility for free school meals as a proxy measure for disadvantage. Headteachers felt that although this measure does identify many students who are in need, there are other students who are just above the FSM threshold who are just as needy, and in some cases in more need of additional support.

This led to the question of whether schools could officially use pupil premium funding to support non-eligible pupils, or whether they would be judged negatively for this by Ofsted. Secondary headteachers were also concerned that as the pupil premium funding doesn't cover KS5, many FSM students who do well at KS4 do not continue to KS5, and if they do, struggle for lack of support. This means that bright FSM pupils do not have the same opportunity to develop their talents.

#### Accountability

The headteachers we spoke to were aware of the importance of accounting for pupil premium spending, and most were also aware of the importance of measuring the impact of this spending. This is relatively straightforward when measuring the impact of an academic intervention such as a reading programme, but some were unsure about how to measure the impact of non-academic interventions, such as nurture groups or trips. Others pointed out that the impact made by an intervention may take months or years to show, and that it is difficult to tell what effects are due to what interventions, or if they are due to something else all together. A final worry around accountability came from the headteachers of schools with small numbers of FSM students, who pointed out that when you have a small number, the performance of just one student can make a huge difference to the school's FSM statistics.

#### Social stigma

Many headteachers we spoke to said that there were pupils in their schools who were eligible for free school meals, but not claiming them, meaning the school didn't receive the associated funding. A common reason given for this was the social stigma attached to claiming free school meals, and a couple of schools found that after the introduction of a cashless system at lunchtime (hiding the identity of those claiming) the number of families applying for free school meals went up. Another related concern, especially associated with the requirement to publish information about pupil premium funding on the school's website, was that it may create bad feeling between parents, with those not eligible feeling that their children were missing out unfairly.

In our visits to case study schools we found that many of them are successfully addressing many of the concerns raised above, and these approaches will be discussed in section three. Based on the issues raised by Warwickshire headteachers, we also asked the Department for Education and Ofsted a range of questions on the pupil premium. What follows is a summary of their responses.

## 2 Conversations on the pupil premium

### The Department for Education on the pupil premium

The main message from the DfE was encouraging, given some of the concerns above. They emphasised that “the government is quite serious in its ambition not to micromanage schools”, and that “schools should be the decision-makers, using evidence to inform professional judgements”. They therefore had no particular view on using the pupil premium funding on whole school initiatives (for example, teacher CPD on improving marking), as long as the attainment gap was closing, within a school context of generally improving attainment.

They acknowledge the importance of pastoral initiatives to enable a child’s readiness to learn, and point out that their whole Summer School programme is based on this premise, but warn against using the funding as a substitute for social welfare programmes that no longer exist under the current government. The message is that spending pupil premium on pastoral initiatives is fine as long as some thought has gone into how it will affect educational attainment (for example, we need to buy this child a jumper for winter as they cannot concentrate on their lessons without one).

They take a similar line on enrichment activities - it’s important that these have some educational goal if they are funded by the pupil premium (for example, improved science knowledge, or engagement in lessons) – and point out that schools still get a deprivation element in their mainstream dedicated schools grant (DSG), which can be used to subsidise trips that aren’t educational. This could therefore be just a matter of how spending is reported if schools take the approach laid out in section 3, rather than a reason to discontinue trip subsidies for FSM pupils.

Although the DfE have no view on whole school approaches, if there was a situation where funding could either be spent on a non-FSM child who was underachieving, or a FSM child who was performing well, the funding should still be spent on the FSM child. They stress that the pupil premium funding should not be conceptualised as a ‘catch-up’ initiative for underperforming students, and that attention and funding should be focused on those FSM students that are performing well, to help them do even better.



### Ofsted on the pupil premium

Ofsted reinforces the DfE’s message that it is up to the school to decide how the pupil premium is spent, and confirm that there are no specific evaluation schedules or specific judgements to be made about pupil premium spending. Pupil premium money can be spent ‘where school leaders feel it is most needed’. However, the attainment gap and the impact of the spending are high profile issues for inspectors, and inspectors will want to see three things:

1. a general trend in the closing of the attainment gap
2. all pupils, including those eligible for the pupil premium, being tracked and making at least expected levels of progress,
3. ‘robust evaluation’ of any activity which is funded by the pupil premium.

This evaluation could include the impact of short-term academic interventions on pupil attainment, the impact of longer term interventions such as teacher training on quality of teaching or quality of feedback, or for pastoral activities, parental questionnaires about attitudes to learning. They contrast this with a less robust approach, and warn that it is not good practice to simply say, ‘We send pupils on trips to the theatre’ or ‘we spend it on a nurture group led by a TA’. Inspectors will want to hear what impact the theatre trip had, or what training the TA had, who was involved, and what the impact was.



Ofsted recognise the concern raised by Warwickshire headteachers that there are vulnerable students in need of support who are not eligible for pupil premium funding, and give a pragmatic spending solution in response to this issue which remains in line with the DfE's requirement to prioritise pupil premium spending on FSM students.

*"Simplistically, the intervention costs £100 for 100 pupils. Of these, sixty were eligible for pupil premium funding, so (for accounting purposes), 60% was funded with pupil premium money, with the remaining 40% funded by other sources".*

Several of the schools in our case studies also took this approach, as it allowed them to meet the needs of all the children in their schools, and use the pupil premium funding to make use of economies of scale, while at the same time, ensuring the pupil premium funding was not 'diluted' by being spent on non-FSM students.

Other insights from Ofsted based on their visits to effective schools include having key personnel throughout the school (including governors) responsible for delivery and impact of pupil premium funded activities, and spending the funding on a variety of interventions, some long term and some short term.

### 3 Effective use of the pupil premium in Warwickshire

A significant part of our research involved visiting a variety of schools that did particularly well with their pupil premium pupils, having conversations with key members of staff and observing interventions. We also discussed the use of the pupil premium with a range of headteachers at focus groups and meetings. No school is perfect, nor are any two schools the same, so the lessons learned below are not a 'one-size-fits-all' approach, but a summary of the approaches that tended to be successful in the schools that we visited, and should therefore act as recommendations for schools seeking to narrow the gap.

#### Who do they spend it on?

The schools with the smallest attainment gaps in Warwickshire were the ones that took a long-term, whole-school approach to their pupil premium spending. They used some of the funding for early interventions to address potential issues in the early years, or in year 7 in the case of secondary, rather than relying entirely on short term interventions in exam years (although they had these too).

They took a whole school approach in the way described by Ofsted above; every pupil was well known to the school and every child's needs were identified, and these schools used pupil premium funds to part-fund interventions and activities that other students accessed too. In Sydenham primary school for example, pupils accessed interventions based on their need rather than their status. These activities weren't all introduced as a result of receiving the pupil premium funding – some were activities that were running for disadvantaged students already – but this freed up additional funds elsewhere to subsidise trips that weren't explicitly educational.

There are some highly effective approaches to the use of the service premium taking place in Warwickshire – for example, at Temple Herdewyke School, new pupils are sent a book about their new classmates before they arrive, and TAs receive nurture group training to help these pupils integrate more easily. However, an 'even better if' for Warwickshire schools based on our visits would be a greater focus on high performing FSM students, and greater learning challenges for them to ensure they achieve their best in school and continue to do so after they leave the care of the school. Lillington took a bold decision to spend a



significant amount of its pupil premium on 'outstanding teacher training' for five of their staff. Four of the five have been judged Outstanding in recent lesson interventions, and there has been a wider impact across the staff too. This intervention supported FSM students (and others) of all abilities, and is predicted to raise SATs performance in the school for this academic year.

Every school should be able to show what they have done for their higher attainers who are eligible for pupil premium, and what the impact has been. This isn't only a moral imperative, but a clear message from Ofsted too.

### What do they spend it on?

All of the schools we saw spent their pupil premium on a variety of activities and interventions, balancing long term and short term interventions and including academic, pastoral and enrichment activities.

Pastoral interventions used were varied, and included nurture groups designed to meet specific children's needs, a counsellor who worked with both students and parents at Sydenham, and mentors who supported children both academically and pastorally at Ashlawn and Lillington. Academic interventions found to be effective in some schools included evidence based interventions such as Reading Recovery and Every Child Counts at a primary level, and small group tutoring and personalised curricula at secondary level. Enrichment activities used are equally varied, with schools offering additional music and drama lessons to improve children's confidence and engagement, 'Forest Schools' lessons outdoors, and subsidised trips and residential.

We could list many more interventions, but to do so would be to miss a critical point. **While choosing an appropriate intervention to meet children's needs is important, this is not enough to ensure it is a success, even if the programme has been shown to work elsewhere.** Two headteachers in our first focus group both used Reading Recovery, but one found it to be successful and one did not. Two interventions delivered in one of our case study schools were both evidence based, but one was very effective and one less so. What is of profound importance for the success of any intervention is the quality of the delivery, and the quality of the people delivering it. Careful selection and training of TAs is particularly important.



The headteachers we interviewed recognised this, and ensured their pupil premium funded activities (and others) were delivered by high quality, trained staff, with a clear understanding of the objectives of the programme. As a result, they invested in teacher and support staff training, and careful recruitment and retention. Lillington Primary and Nursery School invested in 'Outstanding Teacher Training Intervention' for five of its teachers. The Ridgeway Special School takes a long term approach to CPD, and ensures that knowledge and expertise derived from outside expert interventions is cascaded throughout the school and delivered by permanent staff beyond the initial visit. Ashlawn School employs maths and English graduates who want to become teachers to deliver small group interventions alongside the normal timetable for children who need it, and Ridgeway School expects its new Teaching Assistants to be educated to degree level.

Schools that were successful in closing the attainment gap were also those schools that knew their communities, and engaged with the families of every child. Many schools had community link workers funded by the pupil premium to help with this, who would go to children's homes and visit families, especially where the parents didn't come in to school. Some ran after-school clubs and groups that involved parents as well as children.

More details of the impact of these approaches can be found in section 5 case studies.

## How do they track it?

In the headteacher and governors meetings, we found that many schools were good at describing what they did with the pupil premium funding, but that fewer could say what impact it had in their school. Tracking where the money is spent and what impact it is having is crucial from an Ofsted perspective, but it also importantly allows for more effective use of the money, as interventions can be tweaked or changed if they are not having the intended impact.

This measurement of impact need not be solely based on attainment data, as for pastoral interventions this may not be appropriate. It could be attendance, exclusion rates, student or parent feedback in questionnaires or performance management, among others. In response to the concern that you can't tell which intervention is having an impact, it could be argued that so long as the attainment gap is closing, or the students are getting more confident, it doesn't matter which intervention is bringing it about (however if the interventions are expensive, a school could stop one for a little while and see if this has an effect).

The schools we visited were thorough in their tracking of every pupil, and their knowledge of every child. Good schools expected their year three pupils to make the same progress over the year as their year 6 pupils, so every member of staff felt equally responsible for the final SATs results.

As part of the review, we also spoke to governors at five regional patch meetings across the local authority. Governors have a crucial role to play in ensuring pupil premium activity has maximum impact and value for money. Informed discussions with governors from many good schools such as **Goodyers End Primary School** in Bedworth revealed that governors not only have an understanding of the activity and impact of the pupil premium in their school, but have discussions about what to stop doing because it is not working so well.

At **Woodlands Special School** in Coleshill, Governors have a detailed knowledge of the range of activities undertaken with pupil premium funding, as well as an understanding of the aims and actual impact. There is a clear channel for regular updates on activity and impact both at and outside of governing body meetings. Governors received details of all pupils (anonymised) in receipt of pupil premium funding. They are informed about what individual pupil

requirements are, what intervention each pupil receives, what impact is expected and a summary evaluation for each pupil.

Information is also provided at macro level, with governors informed about the impact of particular interventions on groups of pupils, as well as the overall impact of a range of interventions on an individual pupil. This allows governors to act as 'critical friends' to the school, and ensure that the pupil premium is being spent in a way that has most impact.

## Summary

Schools which had developed effective approaches to narrowing the gap through Pupil Premium funded activity had considered the following in their action planning:

- Attitudes to learning and family engagement
- Quality of teaching and teaching support
- Evidence-based intervention
- Focus on individual pupils
- Leadership and values
- Out of school opportunities
- Tracking and evaluation

Clearly there will be cross over in many activities, and activity was tailored to the individual school community, but we found that schools which operated using this approach were most successful.

## 4 County level recommendations

### Strategic Planning

Long term approaches are fundamental in ensuring that attainment levels for disadvantaged pupils continue to improve. To ensure that the Pupil Premium has maximum impact:

- The Local Authority should work with schools to agree a strategy to ensure Warwickshire attracts the best possible teachers and support staff.
- The Local Authority should agree a strategic focus on improving attitudes to learning and family engagement. A survey of attitudes to learning across Warwickshire would help to guide this strategy.



### Professional standards for teaching assistants

Teaching Assistants make up a significant minority of the school workforce, and often deliver interventions to pupil premium pupils. Our work in Warwickshire, supported by wider work nationally and backup up by other research sources suggest that the quality of staff delivering interventions is paramount, so some more consistency in the quality of teaching assistants would be likely to contribute positively to closing the attainment gap. We therefore recommend that Warwickshire should introduce guidance on minimum requirements and professional standards for TAs.

### Collaboration between schools – financial

The pupil premium resource could go even further through the use of economies of scale in some areas; especially for schools with fewer FSM eligible students. Our recommendations in this area are:

- Each school could contribute a small amount of pupil premium funding to pay for LA procurement experts to write **bids for further funding**. This further funding could then cover the original costs, and provide funding for district level school programmes.
- ‘Teach for Warwickshire’ – schools could buy into a **recruitment scheme**, aiming to get top quality graduates from local Higher Education Institutions to come and work in Warwickshire schools, either as teachers or TAs.

### Collaboration between schools – knowledge and expertise

To encourage the sharing of best practice and best process around the use of the pupil premium, we recommend that:

- Warwickshire nominates some ‘**narrowing the gap advocates**’, who would be experts in effective use of the pupil premium, and could be occasionally released from their own timetable to visit and help other schools in this area.
- The LA sets up an **online forum for sharing best practice** in parental engagement. Despite the good work already going on in the area of parental engagement, many felt that it was an area they needed to develop, and there was some interest in the idea from a senior leader at a secondary school in setting up an online forum where schools could share ideas in this area.
- Primary schools keep a file with a **record of interventions** that FSM children have taken part in, and their impact, which could be passed on to secondary schools to better enable secondary schools to target their resources appropriately.

### Governance

Our discussions revealed that knowledge and understanding of how schools are being challenged and supported by their governing bodies in respect of their pupil premium activity was mixed. There were some excellent examples of good practice, but also a significant minority of governors had very limited knowledge of the attainment gap in their school, how much money is received, how it is being spent and what the impact of funding is. We recommend that:

- the LA provides **training** for governors on evaluating the impact of interventions on attitudes, learning behaviours, well-being, aspirations and other outcomes as well as on academic measures..
- governing bodies nominate a **Pupil Premium governor** to work with the school, leadership team to ensure there is secure knowledge of Pupil Premium funded activity and impact in every Warwickshire school, and
- governors should be able to pinpoint activity the school stopped doing or changed as a result of monitoring and evaluation.

## Case studies of effective use of the pupil premium

### ■ CASE STUDY 1: Sydenham Primary School, Leamington Spa

Headteacher: Juliette Westwood

NOR: 200

% of Pupils eligible for Pupil Premium Funding: 29.5%

Pupil Premium Funding 2011/12: £26,043.50

Sydenham primary school is a medium sized primary school serving a mixed community in the Sydenham area of Leamington Spa. It is federated with a nearby village primary school.

The percentage of pupils with a statement of special educational needs or school action plus is high at 22%, so for many pupils there is a range of factors that create challenges in ensuring they make sufficient progress to reach expected attainment levels.

Attainment levels across all pupils at the end of Key Stage 2 have been steadily rising for the past three years and are now equal to LA and national averages.

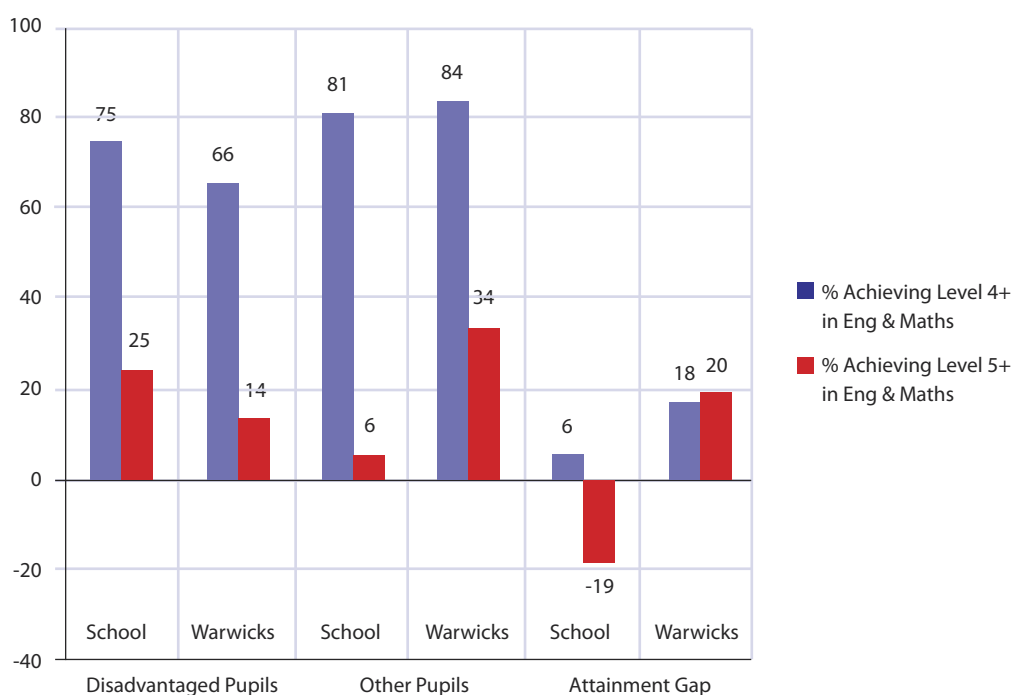
All pupils, including those from disadvantaged backgrounds, make at least expected levels of progress in Mathematics, with 88% of disadvantaged pupils and 87% of other pupils making at least expected levels of progress in English.

The school takes a long term, holistic approach to its pupil premium spending, which encompasses evidence-based interventions, nurture / emotional wellbeing interventions, 'readiness to learn' and enrichment activities. All pupil premium funded activities are delivered by high quality, trained staff who have a clear understanding of the objectives of the intervention they are carrying out.

The school does not ring-fence the funding for philosophical and economic reasons; it avoids stigmatising the pupils and ensures that intervention is allocated on a basis of need, and it enable economies of scale.

In each case, pupils access the intervention based on an identified need, rather than because they are eligible for the Pupil Premium, so the funding makes a contribution to the costs of running the intervention, topped up from other sources. This means that funding is available for other 'gaps' in providing a holistic education for pupils and does not assume free school meals equates with low ability.

### ◆ Sydenham Primary School: Attainment data 2011/12





- Funding is spent on evidence-based interventions including 'Every Child a Reader' and 1st Class @ Number, which are led by trained teachers and TAs who help pupils that need extra support in English and Maths. Some pupils are on a part time timetable to allow them to access the interventions. Children are closely tracked and make excellent, sustained progress in most cases and the school operates a carefully thought through re-introduction programme.
- Pupils, based on need, are able to access a highly skilled and experienced school counsellor who works with children and parents – as part of a programme of being prepared for learning and to help families in challenging circumstances to support their children. Qualitative evaluation provided overwhelmingly positive results for children's home learning, behaviour and attendance.
- Nurture groups operate within the school, with differing approaches depending on the needs and vulnerability of children. Again, individuals are supported by a carefully thought through integration programme.
- The funding also partially supports enrichment activities such as school trips and experiences that the school offers to every pupil at the school.

Pupil Premium pupils are tracked very closely as individuals (as are all pupils in the school). Evaluation is carried out in a way that is relevant to the intervention, rather than time being spent trying to evaluate the impact of non-academic interventions on academic attainment.

Alongside Pupil Premium funded activities, the school is focussing on the following to raise attainment for all learners:

- Tracking of pupils and expecting consistently high levels of progress across all year groups
- Teacher training and development
- Careful use of teaching assistants
- Raising aspirations and improving attitudes to learning
- Family engagement.

The school has worked to ensure that the whole staff buy into the vision for building better outcomes in the long term for all learners.

## ■ CASE STUDY 2: The Ridgeway Special School, Warwick

Headteacher: Karen Gannon

NOR: 113

% of Pupils eligible for Pupil Premium Funding: 24.1%  
Pupil Premium Funding 2011/12: £12,000

The Ridgeway Special School is a community special school for children aged 2 to 11 years with complex learning difficulties. The school serves a broad catchment area across South Warwickshire. The school is judged outstanding by Ofsted.

Special schools such as the Ridgeway School offer a different perspective when considering the spending of Pupil Premium funding and its planned impact.

The school evaluates each pupils' complex learning difficulties alongside the impact of socio-economic disadvantage when considering how funding should be used and what its expected impact will be.\*

With respect to these issues, the school takes a long term view on how to improve outcomes for all pupils – from academic attainment at the end of Key Stage 2 to creating learners that can play positive, active roles in their community.

The successful approaches to better outcomes for pupils at the Ridgeway School mirror practice seen across all successful schools visited in this review – a focus on individual pupils and families, and researched intervention delivered by very high quality, trained staff. This is all underpinned by consistently good or better teaching.

Some of the activity funded by the Pupil Premium includes the following:

- IPADs – which have improved speech and language, literacy, behaviour and attendance.
- Sports Coaching – impacting on pupil social skills, team building and an enhanced curriculum
- Rhythm Time (music therapy) – improving pupil interaction, speech and language and an enhanced curriculum
- Specialist occupational therapy – providing structured home / school support
- Residential activities for year 6 pupils – improving independence, resilience, self-esteem and preparation for secondary school
- Mobility equipment that has improved access to the curriculum.

Pupil premium funding is used to part fund activities to create economies of scale – with funding used to pay for the proportion of the intervention / resource that is accessed by ‘eligible’ children.

Expertise is brought in where appropriate, but the school takes a long term approach by ensuring that knowledge and experience derived from these interventions is cascaded through the school and delivered by permanent staff beyond the timeframe of the initial commission.

There has been a strategic, determined and constant focus on ensuring all staff recruited – teachers and teaching assistants - are of the highest quality (new teaching assistants are expected to be educated to degree level). Benefits for pupils are then sustained over time, with effective staff taking on board training and new skills, so the Pupil Premium does not have to fund repeat activities and intervention becomes self-sustaining. Constant up-skilling of teachers and teaching assistants is seen as a necessity rather than an optional extra.

The Headteacher spoke powerfully about the importance of ‘the language of high expectation across the school’ – both in respect of staff, pupils and the school community.

The school has targeted even better community engagement and out of school learning opportunities as next steps to ensuring pupil from all backgrounds, including those eligible for pupil premium funding can progress and achieve as well as they can.

*\*This is an issue in all schools that have high levels of complex special needs – Pupil Premium can still be effective, but the complexities may mean the impact may take longer to be embedded.*

### ■ CASE STUDY 3: Lillington Primary and Nursery School, Leamington Spa

Headteacher: Derek Fance

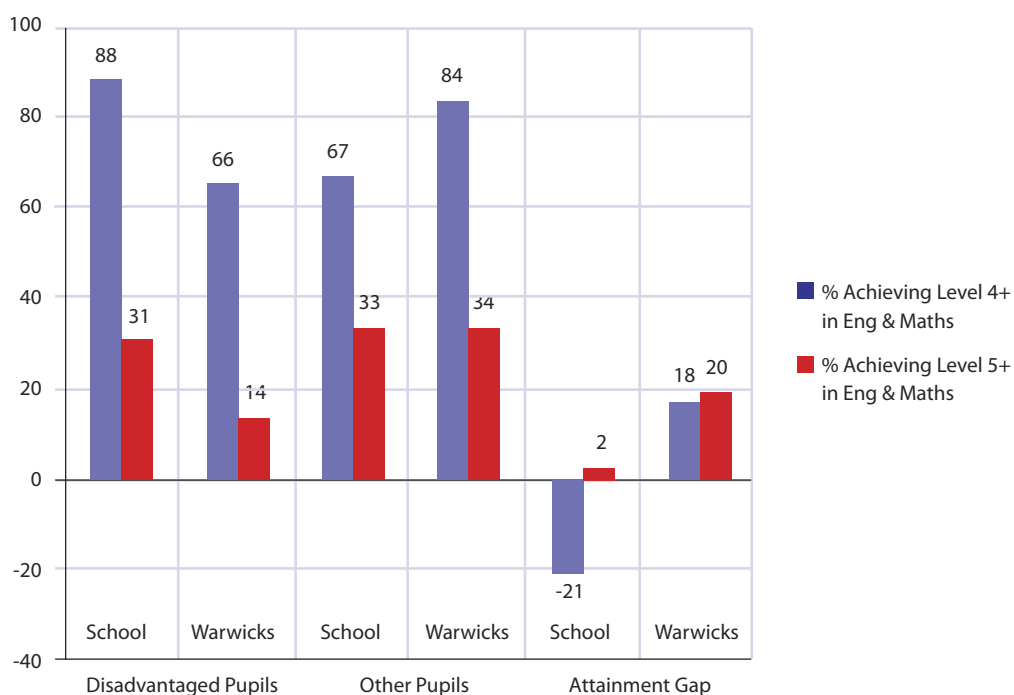
NOR: 179

% of Pupils eligible for Pupil Premium Funding: 54.9%

Pupil Premium Funding 2011/12: £39,990

Lillington Nursery and Primary school is a small primary school at in the heart of the Lillington area of Leamington Spa. Lillington is a community that faces some challenging circumstances, with certain parts of the area facing very high unemployment levels and low incomes in comparison to other communities locally and nationally.

#### ◆ Lillington Primary and Nursery School: Attainment data 2011/12



The percentage of pupils with a statement of special educational needs or school action plus is average at 12.8%, so for a significant number of pupils deprivation is a leading cause of low attainment on entry to the school.

Attainment levels for all pupils at the end of key stage 2 have risen significantly (from 54% of pupils achieving at least level 4 in English and maths in 2010/11 to 84% in 2011/12). The rise in attainment levels for disadvantaged pupils is a key factor in this change. All pupils, including those from disadvantaged backgrounds make at least expected levels of progress in mathematics, with 100% of disadvantaged pupils and 83% of other pupils making at least expected levels of progress in English.

The percentage of pupils from disadvantaged backgrounds achieving at least level 5 in English and maths is significantly greater at 31% than disadvantaged pupils across all Warwickshire primary schools (14%), indicating that pupil premium activity is not just targeted at pupils at the level 3 / 4 boundary.

The school uses its pupil premium funding as part of the strategic aims of the school. This includes professional development for staff, evidence-based interventions, mentoring for learning and social / emotional wellbeing and equality of opportunity for wider experiences beyond many of the pupils' day to day lives, such as music, drama and day trips to sites of interest.

A settled, committed staff that is clear about the schools' strategic vision to:

1. raise attainment
2. improve attitudes to learning
3. raise aspiration in the community as key to success.

The staff, in turn have been invested in, in part through the Pupil Premium to further embed that commitment and provide continuity and quality for pupils. This has many benefits, for example, the school only spent £55 per pupil on supply staff per pupil in 2011/12 compared with a figure of £194 per pupil in the school in 2009/10, when attainment was low. This ensures more funding (and indirectly the pupil premium grant) is allocated to long term quality teaching that provides sustained impact on pupils.

Current pupil premium funded activities include:

- Five teachers have attended a term-long course 'Outstanding Teacher Training Intervention'.

Teachers who took part spoke enthusiastically and reflectively about the improvements in their practice and the sense of partnership and camaraderie it has brought. Four of five teachers that undertook the program have been judged in recent lesson observations to be Outstanding. The fifth was Good with elements of Outstanding.

- There has been a wider impact across school with 100% teaching being judged to be Good and 60% Outstanding.
- Teachers video their practice and spend time discussing strengths, weaknesses and areas for improvement. Crucially lessons are not 'graded' or judged against any inspection framework.
- Intervention is evidence based and delivered through teaching of *exceptional* quality. Pupils get the full benefits of programmes 'Every Child a Reader' and 'Every Child Counts' as a result.
- Enrichment programmes, focusing on drama and music are available to all pupils, funded were appropriate through the pupil premium.
- All pupils have access to a learning mentor – in some cases to ensure readiness to learn, and in others to stretch those pupils that are more gifted to achieve as well as they can.

All pupils, including those eligible for the Pupil Premium, are tracked very closely as individuals. The impact of academic interventions are carefully monitor against agreed frameworks.

Teacher training and development is carefully evaluated – with the understanding that consistently excellent teaching will lead to raising attainment for all pupils, and faster progress for those starting at low baseline, a consistent feature of FSM Pupils.

At the heart of the schools' stand out success for disadvantaged learners has been the steadfast and relentless belief, led by the Headteacher, that the key 'piece of the jigsaw' is understanding the lives of the pupils and their families, recognising that disadvantage due to socio-economic circumstances is not just restricted to those pupils eligible for free school meals.

Building on these successes, the school is working hard to broaden its appeal to become the school of choice for the community, recognising that further improving attitudes to learning will sustain the high quality outcomes for pupils at the school and into secondary education.

## ■ CASE STUDY 4: Ashlawn School, Rugby

Headteacher: Lois Reed

NOR: 1660

% of Pupils eligible for Pupil Premium Funding:  
12.2%

Pupil Premium Funding 2011/12: £44,116

Ashlawn School is a large secondary school in Rugby. The school has 30 places a year (out of a total of around 260) reserved for students who are successful in the Warwickshire 11+ examination, making its intake comprehensive. A number of the pupils in this stream come from disadvantaged backgrounds and are eligible for free school meals. The 11+ group is streamed with high attainers who did not take (or in some cases, did not pass) the 11+ exam, and there are opportunities for other pupils to join the high attaining stream in year 9.

The percentage of pupils with a statement of special educational needs or school action plus is low at 5%, although the figure for the 2012 GCSE cohort was higher at 11%. The percentage of disadvantaged pupils achieving C+ in GCSE English and Maths at Ashlawn exceeds figures for Warwickshire and all but two LAs nationally.

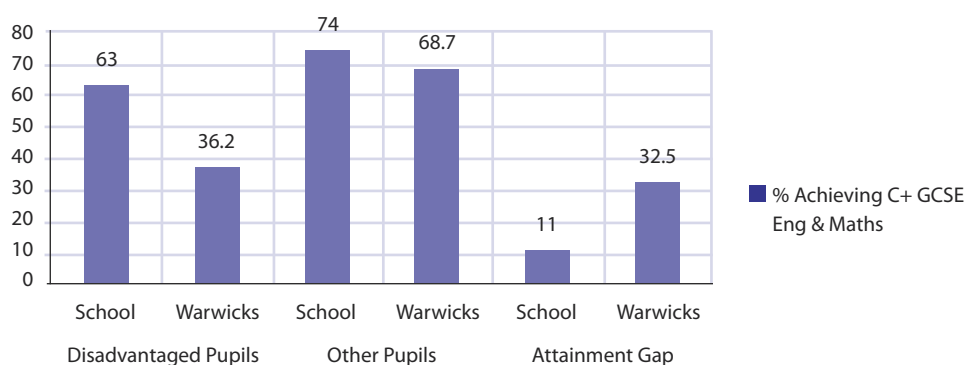
The Headteacher and senior leadership value inclusivity and have high expectations of all their students, and these values are evidently and consistently shared by the staff at all levels. The school takes a personalised approach to its pupil premium students, which is demonstrated by their commitment to supporting the 'whole' student. In and outside of lessons there is a level of care that is often explicit in primary schools, but less often seen in secondary schools.

At the same time, this is coupled with high academic expectations – including an expectation for pupils to take personal responsibility for their own learning. The result is a genuine sense of an Ashlawn education community, where former pupils even return to work in the school as 'graduate teachers'.

Pupil Premium funded activity is part of a wider strategy for narrowing attainment gaps and improving outcomes for all. The strategy is broken down in to five areas:

- A **culture of aspiration** developed through personalising, challenging and transformational learning; better-than-expected progress tracking; personalised curriculum drawing on learning pathways and supported by high quality enrichment including a range of student leadership curriculum experiences
- **Innovative learning and teaching** developed through fostering of self-belief and a commitment to lifelong learning and structured through acquisition and development of knowledge, skills, understanding, attitudes, behaviours and self-identity
- **Enriched learning** support developed through small group tutoring; literacy, numeracy and skills interventions; peer and specialist coaching; mentoring and one-to-one guided learning
- An ethos of **personal and individual development** structured through integrated learning which is motivational, authentic, skills-based and diverse; curriculum experiences which challenges and promotes innovation and creativity; individual support planning; pastoral support, guidance and parental engagement.

### ◆ Ashlawn School: % achieving C+ GCSE English and Maths



The strategy impacts on all students that need it, with Pupil Premium funding contributing to overall costs. Two approaches in particular that contribute to the success of students eligible for pupil premium are the innovative use of graduate teachers and extensive tracking of Pupil Premium pupils.

### Unqualified graduates teach intervention classes

The school employs graduates (often ex pupils) as unqualified teachers to work on their small group intervention programme. These English and Maths specialists receive training in the school, and understand not only their role in the classroom but also the role they are playing in the overall school strategy. They work to a timetable where they teach the same students consistently, allowing them to build up a relationship and help the students gain the confidence and skills to return to the main class full time. These graduates are well known to the school, and a number of them then go on to do teacher training.

### Thorough tracking of pupil premium pupils

Tracking of Pupil Premium pupils and their funding allocation is done with very close scrutiny. This includes:

- a high level monitoring of activity – broken down by year group and divided between curriculum, personalised support, pastoral support and financial support,
- scrutiny of KS4 performance outcomes for pupil premium pupils and other pupils by progress in English and Maths, 5 A\*-C at GCSE, 5 A\*-C at GCSE including Eng & Ma, 3A\*-A and Ebacc.
- individual tracking of pupil interventions using the categories described in above, and the associated costs.

This ensures that detailed information about each pupil eligible for funding across the school is accessible to all staff, along with the impact of the intervention(s) and the cost on that pupil. Pupil premium students are also tracked into key stage five, with school support provided as appropriate.

The school has identified and successfully implemented an approach of 'marginal gains' – a multi layered approach of high expectations (including targeted parental engagement), high quality teaching and intervention to bring about large-scale changes in outcomes.

## ■ CASE STUDY 5: Temple Herdewyke Primary School, Southam

Headteacher: Maggie Godfrey

NOR: 100

% of Pupils eligible for Pupil Premium (including Service Children's Premium) Funding: 51%. The majority of these receive the service children's premium.

Pupil Premium Funding 2011/12: £2,928

Service Children's Premium 2011/12: £7,200

Temple Herdewyke Primary school is a small rural primary school in South Warwickshire. The school and village is adjacent to the MoD site Defence Munitions (DM) Kineton.

The percentage of pupils with a statement of special educational needs or school action plus is slightly below average at 8.9%.

The proportion of pupils joining the school other than at normal times of year is very high. The majority of these are service children. Very few children in years five and six joined the school in the Early Years Foundation Stage.

Attainment levels for all pupils at the end of key stage 2 are above Local Authority and National averages. Pupils from disadvantaged backgrounds and service children perform as well as their peers. In 2011-12, 75% of Service Children (four children) achieved level 4+ in English and Maths at the end of key stage 2, with 50% of those achieving level 5+. For other pupils (seven children), 88% achieved level 4+, 29% level 5+.

The school ring fences its pupil premium funding – and intervenes on a child by child basis. There are currently six children eligible for Pupil Premium funding. Whilst this is a small group, there is significant ability range between pupils within the group, ranging from one pupil that is working well above national levels to two that need significant additional support. There are also pupils that are working at or slightly above national expectations, but are 'fragile'. Different approaches are applied in each case.

The high attaining pupil is being targeted for level six in both English and Maths, with some additional support for Maths as the slightly weaker subject. Additionally, music lessons are provided to develop new experiences. Pupil premium spending for middle attainers includes booster classes to secure learning, backed up by enrichment activities such as football

club, which improve have attitudes to learning and school. Support is similar for low attainers, but differentiated appropriately and supported by enrichment.

These opportunities are available for all pupils, but pupil premium funding is used specifically for those who are eligible.

Pupils are carefully tracked, in relation to academic attainment and beyond – for example, attendance and punctuality.

Service children’s funding is spent on family support, community engagement, and emotional wellbeing and enrichment activities. These include:

- After school clubs (giving children access to a range of activities in a rurally isolated environment – developing friendships in a structured and supportive way).
- Nurture group training for TAs (new pupils integrate more easily – and current pupils accept new arrivals more readily).
- Subsidised trips and discounted transport costs (meaning pupils are able to enjoy and understand their local area – or for opportunities further afield – to build relationships with their peers).

Crucially, Pupil and Service children’s premium activity mirrors the wider strategy of the school to integrate children with support and personalisation – such as sending prospective pupils a book about their new classmates in advance of joining the school - to negate the effects of repetitive changes and new starts for children (or in some cases, socio economic disadvantage).

The school employs teaching assistants of service family background – ensuring that staff can support children and families new to the school. Staff crucially know and understand their school community.

These qualities are supported by a striking level of care for individual children, all underpinned by consistently high quality teaching and a celebration of diversity and internationalism – children proudly explain how many schools they have attended and where! The school offers some model strategies for ensuring children with change and challenge in their lives are able to thrive.

### ■ CASE STUDY 6: Champion School, Leamington Spa

Headteacher: Mark Feldman

NOR: 582

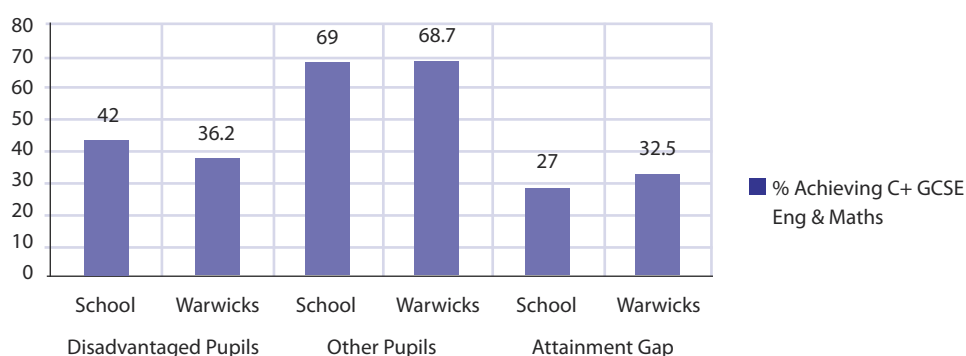
% of Pupils eligible for Pupil Premium Funding: 42%

Pupil Premium Funding 2011/12: £93,000

Campion School is a smaller than average secondary School in the Sydenham area of Leamington Spa. The majority of pupils come from the local community. The school has the highest proportion of students eligible for the pupil premium in Warwickshire. The percentage of pupils with a statement of special educational needs or school action plus is low at 5.7%.

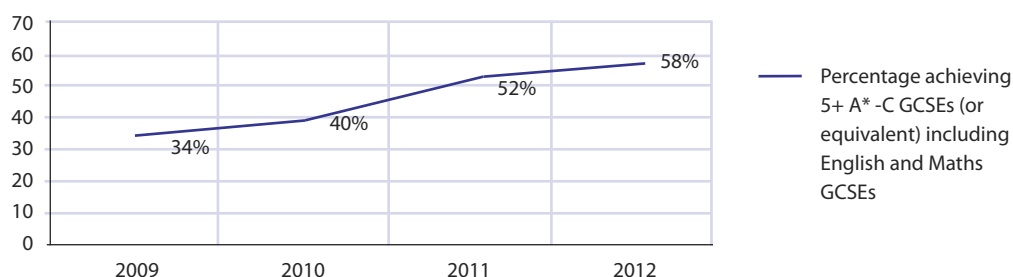
The percentage of disadvantaged pupils achieving C+ in GCSE English and Maths at Campion exceeds figures for Warwickshire. Whilst the attainment gap remains, it is smaller than the average gap across the local authority and attainment for all pupils has risen significantly over the past three years and the school, and is now in line with the national average:

#### ◆ Champion School: % achieving C+ GCSE English and Maths





◆ **Campion School: % achieving 5+ A\* -C GCSEs (or equivalent) including English and Maths GCSEs**



Campion School is a school where the Headteacher, the senior leadership and the staff know and understand their community. They have used a significant amount of pupil premium funding to focus relentlessly on ensuring as many pupils achieve grade C at English and Maths as possible. The rationale for this is to improve the life choices of as many pupils as possible.

Because high numbers of pupils come from disadvantaged and other challenging socio-economic backgrounds and previously lower levels of attainment, there has been a concerted drive to improve results overall. This has meant that initiatives are, in most cases, large scale and accessed by a significant proportion of students. There is a mantra of 'belief, high expectations and enthusiasm' that teachers, support staff and pupils are expected to adhere to.

Pupil Premium spending is allocated as follows:

- Intensive tutoring and intervention for targeting year 11 pupils at risk of not achieving grade C+ in English & Maths by graduates employed by the school
- Tutoring and intervention for year 11 pupils at risk of not making three levels of progress through a specialist tutor
- Learning Support Unit established to work with targeted group of pupils at risk of exclusion
- Intervention to tackle persistent absence
- Literacy support for KS3 pupils to ensure they can access the secondary curriculum, including those that have English as an Additional language
- A counsellor to work with pupils and their families.

*The school provides a detailed breakdown of pupil premium activity, resources and impact here:*

[http://www.campion.warwickshire.sch.uk/page\\_viewer.asp?page=Pupil+Premium+Report+2011%2F12+%2F+Annual+report+and+Financial+statements&pid=103](http://www.campion.warwickshire.sch.uk/page_viewer.asp?page=Pupil+Premium+Report+2011%2F12+%2F+Annual+report+and+Financial+statements&pid=103)

The one to one tuition is highly personalised and delivered by committed and supportive graduates. These graduates have the freedom to build strong professional relationships with pupils and support them through a range of resources and initiatives: 'It's just not about telling them what to do' said one graduate.

Graduate work is underpinned by the shared values of the school; trust, a flexible, target driven approach and high expectations from the school about their own intellect as well as their impact.

Whilst not directly pupil premium funded, the school has also created additional capacity in its English and Maths departments so there is no compromise on quality or consistency of teaching and the knowledge / understanding of the pupils and their communities. It also creates capacity within the school for action research, professional development and partnership working.

In 2012/13 there is a greater focus on ensuring that higher attainers (including those eligible for premium) do as well as they can – and get the very highest grades possible through personalised intervention and improved / consistently better teaching across the school.

Further, the school expects that the proportion of Pupil Premium students that will gain at least 5 A\*-C including English and Maths will rise to over 50% in 2013 and 2014 with a concomitant reduction in the attainment gap, significantly bucking local and national trends.

## ■ CASE STUDY 7: Kingsway Community Primary School, Leamington Spa

Headteacher: Martin Ledgard

NOR: 146

% of Pupils eligible for Pupil Premium Funding: 32.5%

Pupil Premium Funding 2011/12: £12,845

Kingsway Community Primary is a small school in Leamington Spa. The number of pupils eligible for pupil premium funding is high, and the proportion of pupils supported through school action plus or with a statement of educational needs is well above average.

Inspected by Ofsted in Spring 2013, the school was deemed to 'Require Improvement'. In Summer 2012 key stage two attainment levels were well below national expectations.

The head and deputy were appointed in September 2012 and January 2013, have been praised by Ofsted as having good capacity to improve the school, and have been seen to make rapid progress in improving the school over the past six months. Particularly noticeable was the 'outward facing' approach of the HT, looking to learn from colleagues and building relations with successful local schools. The senior leadership team are supported by proactive and well informed governors.

Understandably, raising attainment for all pupils has been the key focus for the new leadership team at the school, and the benefits of this will be demonstrated in 2013 KS2 results, resulting from better team cohesion and improved teaching quality. At the same time, there has been a clear, strategic focus on readiness and attitudes to learning, with parental and community engagement at the heart of the strategy.

The appointment member of staff (a TA) to lead school – community engagement has been key to emerging successes. As in other successful pupil premium funded initiatives, quality and appropriateness for the position is crucial. In this case, the appointee is dedicated, experienced and skilled, and understands both the school history and community it serves.

The role involves proactively working with families that are not always engaged with their child's learning, as well as supporting intervention in and out of the classroom. Additionally, the staff member acts as an intermediary between the nearby children's centre and other agencies so knowledge and information is shared and understood. The position comes with no fixed timetable so parents, carers and children - many of who are eligible for pupil premium funding - get support when they need it wherever possible.

Pupil premium funding is also used to:

- Offer nurture, enrichment classes and trips to build experiences – with a view to boosting reading and writing
- Training for staff in supporting vulnerable adults and children – so staff are unskilled and learn to understand the school community better
- One to one interventions and small group tuition in reading, writing and maths.

Stability is key. The consistency of approach is having a positive impact on children and their families, making them more receptive to learning and improving their attitudes to education.



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## Acknowledgements

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With thanks to:

Pupils, Teachers and Support Staff who spoke to us as part of the review

School Leaders who took part in focus group sessions

Derek Fance

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Maggie Godfrey

Mark Feldman

Martin Ledgard

Maxine Clewlow

Nicola Harwood

Nigel Mills

Richard Parker

Ruth Waterman

Sheila Dentith

Shona Walton

Vicky Bicknell

*July 2013*

### REFERENCES

1 "Quality of Life in Warwickshire 2012/2013" Warwickshire Observatory.

2 This and the following data came directly from the Department for Education.

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**OVERVIEW OF 2013 STUDENT ATTAINMENT****Summary**

- The percentage of Year 11 students gaining five or more GCSE grades A\*-C or equivalent including GCSE English and maths (5ACEM) is likely to be around 65%, two or three percentage points higher than last year and around five percentage points above the national average
- 77% of Warwickshire Year 6 pupils reached Level 4 or above in the new combined measure of reading, writing and mathematics. 25% reached Level 5 or above. These performances were above the national average.
- 76% of Warwickshire pupils reached Level 4 or above in the new test of grammar, punctuation and spelling (GPS). 50% reached Level 5 or above. These performances were above the national average.
- Warwickshire Key Stage 1 results are higher than last year, on most measures by two percentage points or more, and remain above the national average.
- 72% of Warwickshire's Year 1 children reached the expected standard on the phonics screening check. This percentage is much higher (9ppt higher) than last year when the check was introduced, and is above the national average.
- There have been fundamental changes to the Early Years Foundation Stage Profile (EYFSP) and to the definition of "a good level of development". This has led to large falls and considerable volatility in LAs results nationally. Only 45% of Warwickshire children in this year group were assessed as having a good level of development, which is well below the provisional national average of 52%.

**Important notes on data sources and when they become available**

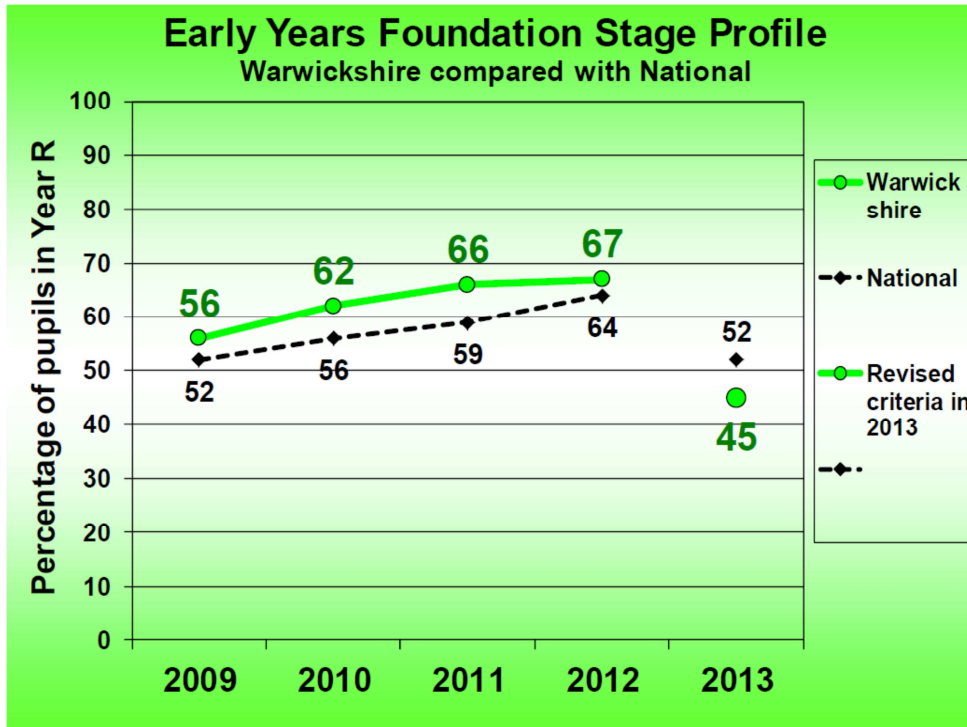
All attainment data reported in this paper is provisional, and so are subject to change because of errors, re-marks, appeals and alterations to cohorts through the validation process. The national processes for collating and analysing test and examination results take many months, and so a complete picture of 2013 performance in Warwickshire schools is not likely to be available to the LA until at least January 2014, and performance by 19 is likely to be even later. This particular paper is based on provisional attainment data released to the National Consortium for Examination Results (NCER). Some value added data for primary and secondary schools is likely to become available later this calendar year, and data for post-16 institutions early next year. Validated results for individual primary schools are expected to be published in the Department for Education (DfE) performance tables in December, with secondary school and college results following in January.

This appendix sets out the 2013 attainment and progress of all Warwickshire pupils as background to the discussion of disadvantaged groups in the main paper.

## **Early Years Foundation Stage Profile**

There have been fundamental changes this year to the Early Years Foundation Stage Profile (EYFSP). There are now three “prime areas of learning” and four “specific areas of learning”, covered by 17 early learning goals instead of the 69 used in previous years. In relation to each goal, instead of a nine point scale, children are now assessed on a three point scale as “emerging”, “expected” or “exceeding” the criteria. The new definition of a “good level of development” for a child is that s/he is assessed as “expected” or “exceeding” on all eight goals in the prime areas of learning (communication and language, physical development, and personal social and emotional development), and in the four goals of the specific areas of learning in literacy and mathematics. The other five goals in “understanding the world”, and “expressive arts, designing and making” are assessed separately.

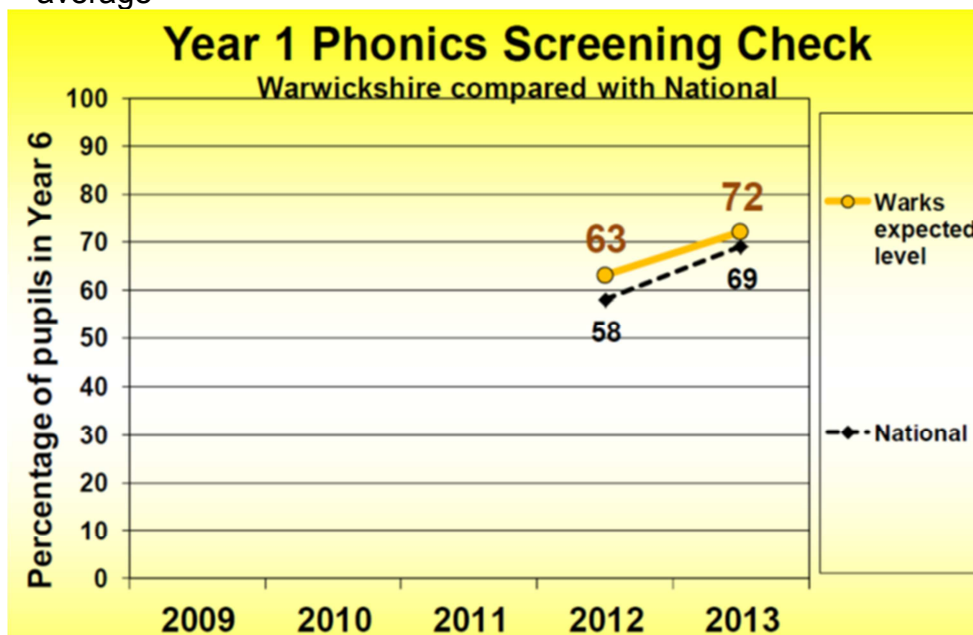
- At the end of the Foundation Stage, 45% of Warwickshire children were assessed as having a good level of development
- Because of the major changes in the assessment system, 2013 results are not comparable with the previous year when 67% of children were assessed as having a good level of assessment.
- In the past, Warwickshire’s results have been above, and in some years well above, the national average. In 2013, however, the LA results are well below the estimated national average.
- In terms of the individual scales, the percentages of children assessed as expected or exceeding range from 61% to 85%. All except two goals are above 70%, and three are above 80%. The lowest performances are in writing and in numbers, and the low performances in these two areas out of the 12 will be scrutinised to see how far they explain the LA’s overall position this year below the national average.
- The good level of development is a threshold measure that can be seriously affected by performances on individual scales. The LA also takes note of the average total point scores across all scales. On this measure the LA is slightly below the national average (32 points compared with 33).



### Year 1 Phonics

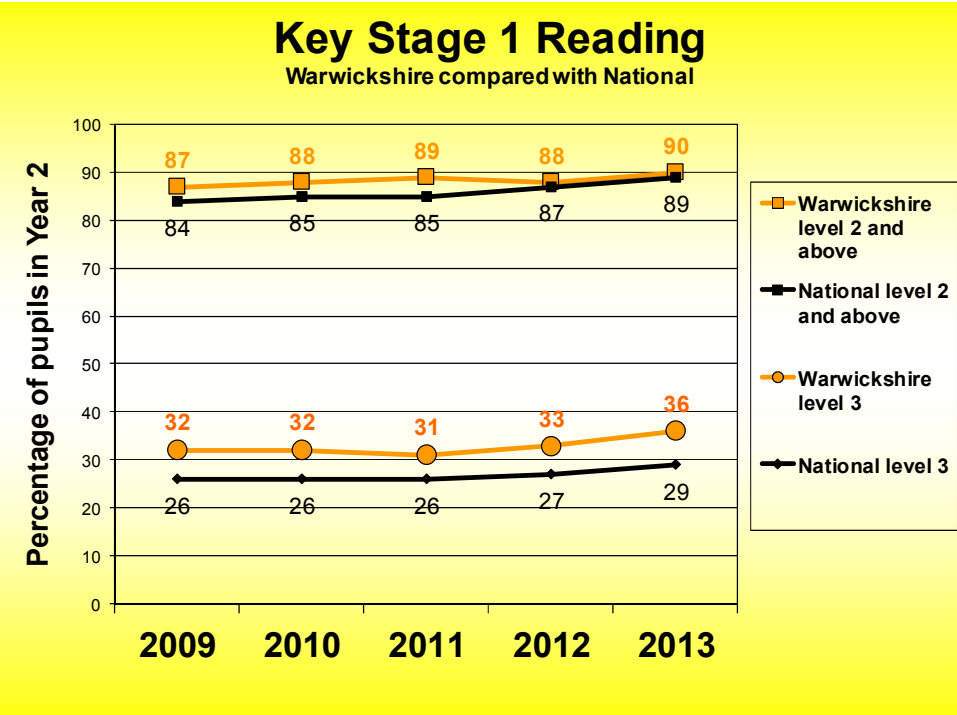
The Year 1 phonics screening check was introduced in 2012, so this is only its second year.

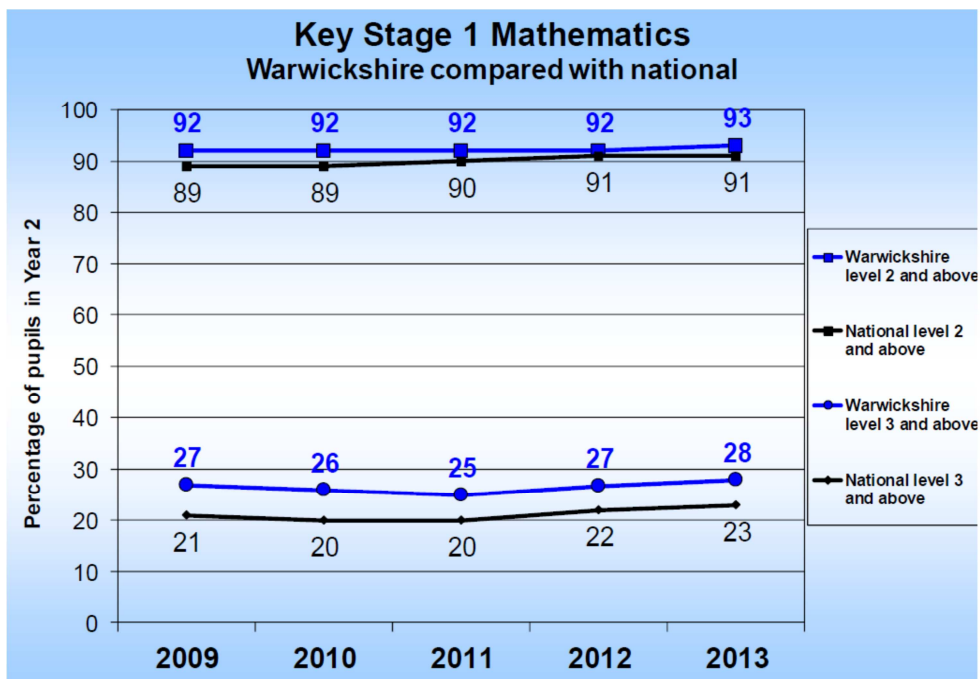
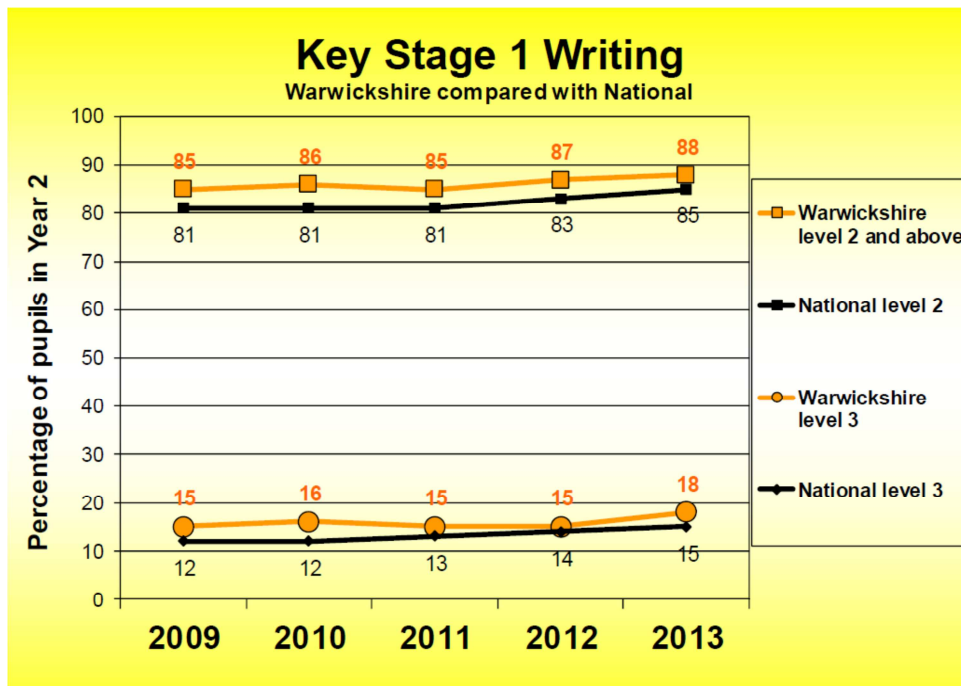
- 72% of Warwickshire's Year 1 children reached the expected level on the screening check. This percentage is much higher (9ppt higher) than last year.
- Warwickshire's performance is around three ppt higher than the national average



# Key Stage 1

- 90% of Warwickshire’s Year 2 pupils reached Level 2 or above in reading, 88% reached Level 2 or above in writing, and 93% reached Level 2 or above in Mathematics. These figures were all one or two ppt higher than last year.
- More than one third of pupils (36%) reached Level 3 in reading, and more than one quarter (28%) reached Level 3 in mathematics. However under one fifth (18%) reached Level 3 in writing. These figures are rather higher than last year (3ppt higher for reading, 1ppt higher for mathematics and 3ppt higher for writing)
- All Warwickshire’s Key Stage 1 results are above the national averages, and the difference is greatest at Level 3 where they are seven ppt above in reading and five ppt above in mathematics.





## Key Stage 2

There have been a number of changes to the national tests and assessments for Key Stage 2.

- 4.2 Tests in reading and mathematics have continued as before, but the test in writing has been discontinued in favour of a test of grammar, punctuation and

spelling (GPS) with teacher assessment of writing composition. Results for the three tests are to be published separately, with no combined test result for “English”. However there is a new combined measure to be published in the DfE performance tables, which is the percentage of pupils achieving Level 4 or above in reading tests, writing teacher assessments, and mathematics tests. In its first year, results for the GPS tests will be reported separately and will not be included in the calculations for other measures such as value added and average points scores. Tests for Level 6 in all subjects were also made available for the first time.

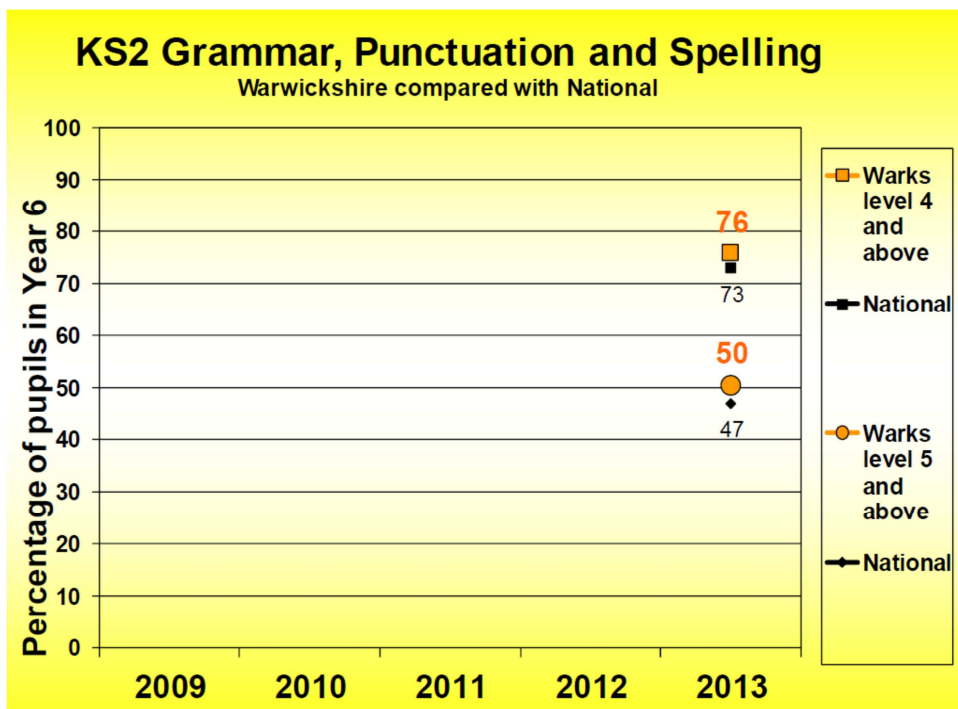
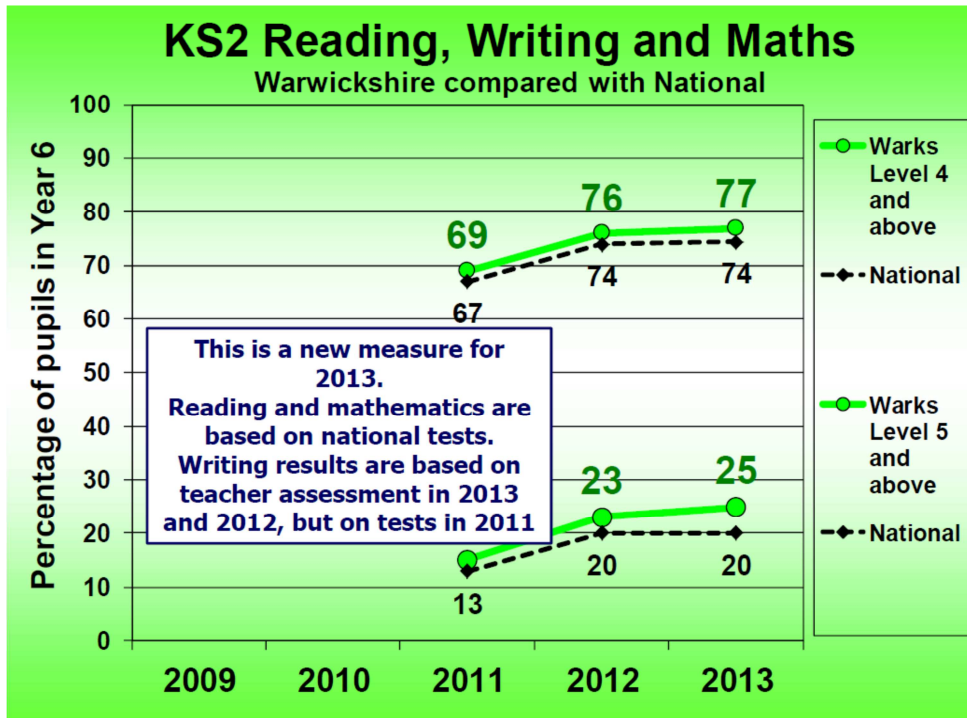
4.3 Teacher assessments have taken place as in previous years for all attainment targets in English, mathematics and science, but unlike previous years these assessment results had to be returned to the Department for Education (DfE) before test results were received. Teacher assessments are combined to calculate overall teacher assessment levels for English, mathematics and science.

4.4 Floor standards have been redefined to take account of these changes. Primary schools will be below the floor standard this year if fewer than 60% of their pupils achieve Level 4 or above in reading, writing and maths, and they are below the England medians for progression by two levels in reading, in writing, and in maths.

4.5

- 77% of Warwickshire Year 6 pupils reached Level 4 or above in reading, writing and mathematics. This combined measure is new, but retrospective calculations show that this figure is one ppt higher than it was last year. One quarter (25%) reached Level 5.
- The Warwickshire performance in reading, writing and mathematics is above the national average (by 3ppt at Level 4 and above, and by 5ppt at Level 5 and above)
- In terms of the separate tests and assessments, 87%, 85% and 85% reached Level 4 and above in reading, writing and mathematics, and 48%, 35% and 43% respectively reached Level 5 and above. Following the national trend, results in reading were slightly lower than last year, but results in writing and mathematics were higher.

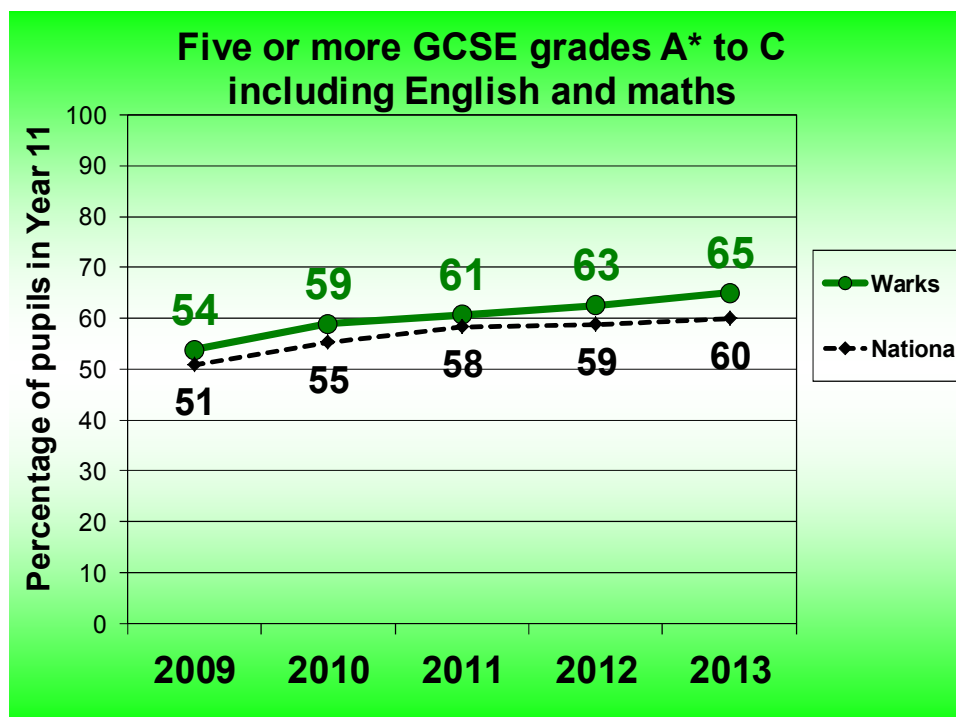
- Three quarters (76%) of Warwickshire pupils reached Level 4 or above in the new test of grammar, punctuation and spelling (GPS). Half (50%) reached Level 5 or above.
- The Warwickshire performance in the GPS test is above the national average (by 3ppt at both levels). Performances in the other separate tests and assessments are also above national averages.



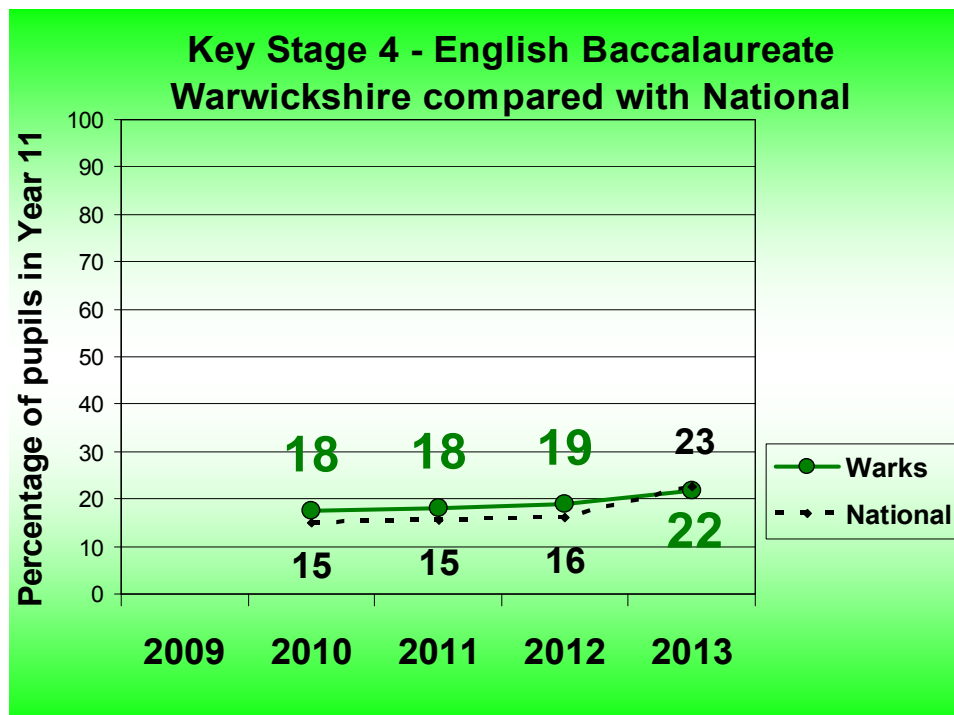


## Key Stage 4

At Key Stage 4, around 65% of sixteen year olds reached the national expectation of five or more GCSEs or equivalent, including GCSE English and mathematics (5ACEM). This was a rise of around two ppts. However the national average may only have risen by around 1ppt, which would put the Warwickshire figure approximately five ppts above the national average. The rise in the overall 5ACEM figure occurred as a consequence of a two ppt rise in the proportion of pupils gaining A\*-C in mathematics and a one ppt rise in English, to 73% for each subject. English results are likely to be around five ppts above the national average, while mathematics results may be about two ppt above the national average.



To gain the English Baccalaureate (EBacc), pupils need GCSE grades A\*-C in English, mathematics, two sciences, geography or history, and a specified foreign language. Previous year groups had already made their option choices for Key Stage 4 before the requirements for the EBacc were announced. The announcement of the EBacc subject combinations came after most schools had planned their Key Stage 4 option constraints for the 2013 year group, though it did come before these students made their personal choices. This may be part of the explanation for the increase of three ppt to 22% in the proportion of students who reached the standard for the EBacc. This Warwickshire figure, however, is likely to be below the national average by about one ppt.



## Key Stage 5

Following the raising of the participation age, pupils who took their GCSE examinations in 2013 are legally required to continue in education or work-based training until the end of this academic year. Those currently in Year 11 have to continue until they reach the age of 19.

In June 2013, 91% of Warwickshire 16 and 17 year olds were participating in education or work-based learning. This was very similar to last year, and between two and three percentage points higher than the national average. For the 16 and 17 year old groups separately, the respective figures were 94% and 88%. Both of these figures were above the national average, by around two ppts for 16 year olds and three ppts for 17 year olds.

In terms of attainment, the national expectation is that young people will gain Level 3, which is two or more A Levels or their equivalent in vocational qualifications. In 2013, 59% of Warwickshire 19 year olds reached this level. This was over one ppt higher than the previous year, and between two and three ppts higher than the appropriate national comparison figure. 83% of young people reached Level 2, which is five or more GCSE grades A\* to C or their equivalent in vocational qualifications. This was one ppt higher than the previous year, and about half of one ppt higher than the national figure.

## Progress between the key stages

During Key Stage 2, the national expectation is that pupils will make two national curriculum levels of progress. Because of the changes to the national tests, however, progress is no longer measured in English as a whole, but separately in reading and writing. In mathematics, progress is measured as before.

In 2013, 87% of Warwickshire pupils made the expected progress in reading, 91% did so in writing, and 87% in mathematics. Progress figures for all three subjects are likely to be around one ppt below their respective national averages, which is a similar picture to last year.

During the secondary phase, from Key Stage 2 to Key Stage 4, the national expectation is that pupils will progress from Level 4 to GCSE grade C, from Level 3 to GCSE grade D, and so on. In 2013, 74% of Warwickshire pupils made the expected progress in English and 72% in mathematics. The English figure was around three percentage points higher than last year, recovering most of its previous year's fall. In mathematics, there was also a rise of three ppts, but this followed a rise of three ppt the previous year. Both figures are above the respective national averages, by around four ppts for English and one ppt for mathematics.

# **EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)**

## **Narrowing the Gap**

Equality Impact Assessment/ Analysis (EqIA)

<b>Group</b>	<b>People Group</b>
<b>Business Units/Service Area</b>	<b>Learning &amp; Achievement</b>
<b>Plan/ Strategy/ Policy/ Service being assessed</b>	<b>Narrowing the Gap</b>
<b>Is this is a new or existing policy/service?</b> <b>If existing policy/service please state date of last assessment</b>	<b>New</b>
<b>EqIA Review team – List of members</b>	
<b>Date of this assessment</b>	
<b>Signature of completing officer (to be signed after the EqIA has been completed)</b>	
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public?</b> If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	<b>No</b>
<b>Name and signature of Head of Service (to be signed after the EqIA has been completed)</b>	<b>Sarah Callaghan</b>
<b>Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)</b>	

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team



## Form A1

### INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

**Note:**

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																													
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)					
Progress and Attainment of Pupil premium children	X			X			X			X			X			X					X			X				X		
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? <b>If yes please explain how.</b>																											<b>YES</b>			
Focussing on impact of Pupil Premium spending will advantage vulnerable pupils and address inequality																														
Are your proposals likely to impact on a <b>carer</b> who looks after older people or people with disabilities? <b>If yes please explain</b>																											<b>NO</b>			

how.



## Form A2 – Details of Plan/ Strategy/ Service/ Policy

<b><u>Stage 1 – Scoping and Defining</u></b>	
(1) What are the aims and objectives of Plan/Strategy/Service/Policy?	<p>The purpose of the strategy is to articulate our ambition to narrow the progress and performance gap of pupils in receipt of Pupil premium.</p> <p>1.2 This strategy recognises that the gap in performance is an issue for Warwickshire Schools and that it is the role of the Local Authority (LA) is to facilitate and support a strategic response to this. Where it is evident that a school does not know best about improvement the LA will exercise its statutory drivers to intervene.</p> <p>1.3 The strategy will set out the current position and the roles of schools and the LA to address the problem.</p> <p>1.4 This strategy aims to support and build on good practice in schools in Warwickshire whilst supporting the delivery of the LA's functions in relation to Champion for the Learner.</p>
(2) How does it fit with Warwickshire County Council's wider objectives?	<ul style="list-style-type: none"> <li>• Raise standards of customer service and access to our services</li> <li>• Target our resources to meet our priorities</li> <li>• Confront inequalities and narrow the gap by raising standards</li> <li>• Ensure value for money by reviewing the way we do things to make best use of public resources</li> <li>• Work in partnership with other and engage with the community to provide local services</li> </ul>

<p>(3) What are the expected outcomes?</p>	<p>The principal objective of this paper is to make best use of resources to improve outcomes for children and young people.</p> <p>2.2 Our vision is to ‘champion the learner’ wherever the learner. Our ambition is to Narrow the Gap in outcomes between those in receipt of Pupil Premium funding and their peers.</p> <p>The strategy will:</p> <ol style="list-style-type: none"> <li>1. Identify the scope of the task</li> <li>2. Identify the shared stakeholder responsibility for addressing this issue</li> <li>3. Set out the processes and systems that underpin the model to make it work</li> <li>4. Clarify the roles between stakeholders</li> <li>5. Make clear the resource-associated costs</li> <li>6. Encourage schools to develop their engagement with families / parent from these priority groups</li> </ol>
<p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p>	<p>All pupils in receipt of Pupil Premium Funding</p>
<p><b><u>Stage 2 - Information Gathering</u></b></p>	

(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?

3.1 Sir Michael Wilshire, HMCI has stated recently that:

“A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages”

3.2 Pupils in receipt of Pupil premium funding at the end of KS2 in 2013 constituted 17% of the year group. Only 59% of these disadvantaged pupils achieved Level 4 or above in reading, writing and mathematics, compared with 82% of their peers. This was a gap of 23 percentage points (ppts). The performance gap Nationally at KS2 is 17ppt.

3.3 Pupils in receipt of Pupil premium funding at the end of KS4 in 2013 constituted 18% of the year group. Only 39% of these students reached the national expectation of five or more GCSE grades A\*-C or equivalent, including GCSE English and mathematics. This compared with 71% of pupils not in receipt of this additional funding. There was therefore a gap of 32 percentage points (ppts) between the performance of the pupil premium group and their peers.

(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?	<ul style="list-style-type: none"> <li>• Schools/ Headteachers</li> <li>• Governors</li> <li>• Early Intervention Service</li> <li>• Consortia</li> <li>• Leadership Development and CPD (Teaching Schools)</li> <li>• Health and Wellbeing (Health Visitors etc)</li> <li>• Virtual School</li> <li>• Housing Authorities</li> </ul>
(3) Which of the groups with protected characteristics have you consulted with?	We have consulted with all head teachers of special schools /Virtual School about the potential impact on vulnerable learners
<b><u>Stage 3 – Analysis of impact</u></b>	<ol style="list-style-type: none"> <li>1. Ensure fair access to all schools for every child</li> <li>2. Use their democratic mandate to stand up for the interests of children and parents</li> <li>3. Support vulnerable pupils – including Looked After Children, those with Special Educational Needs and Disabilities and those outside mainstream education.</li> </ol> <p>These three priorities will form the restructured Learning &amp; Performance Service. This strategy will ensure, through its rigorous process of mutual challenge and monitoring that the interests and progress of disadvantaged learners in particular are addressed.</p>

<p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p>	<p><b>RACE</b> The pattern of achievement for a range of ethnic groups has remained stable over several years. We do not anticipate a detrimental effect on any group.</p>	<p><b>DISABILITY</b> See 2:3 above.</p>	<p><b>GENDER</b> The gender gap at KS2 has remained stable at between 3 – 5 ppt for several years. At KS4 it is slightly wider, though still stable, at 5-7ppt. We do not anticipate any detrimental effect.</p>
	<p><b>MARRIAGE/CIVIL PARTNERSHIP</b></p>	<p><b>AGE</b></p>	<p><b>GENDER REASSIGNMENT</b></p>
	<p><b>RELIGION/BELIEF</b></p>	<p><b>PREGNANCY MATERNITY</b></p>	<p><b>SEXUAL ORIENTATION</b></p>
<p>(2) If there is an adverse impact, can this be justified?</p>			
<p>(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)</p>	<p>The proposed model will have no detrimental impact: indeed it is designed to have a beneficial impact on disadvantaged learners.</p>		

<p>(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?</p>	<p>This is a universal service, designed to promote further equality of access. Encourage Teaching Schools to recruit from BME groups to School Direct training places. This will link to the planned Leadership Strategy</p>
<p>(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?</p>	<p>The strategy promotes inclusion for all groups in successful schools.</p>
<p>(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?</p>	<p>None. A potential barrier was that learners in academy schools might have been disadvantaged by the disengagement of their leadership, but all have declared their commitment to involvement.</p>
<p>(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?</p>	<p>The purpose of the strategy is to secure better outcomes and life chances for all learners.</p>
<p>(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)</p>	<p>N/A</p>
<p>(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?</p>	<p>N/A</p>
<p>(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?</p>	<p>N/A</p>

<b><u>Stage 4 – Action Planning, Review &amp; Monitoring</u></b>																														
<p>If No Further Action is required then go to – Review &amp; Monitoring</p> <p>(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.</p>	<p>EqlA Action Plan</p> <table border="1" data-bbox="871 499 2112 730"> <thead> <tr> <th data-bbox="871 499 1115 576">Action</th> <th data-bbox="1115 499 1359 576">Lead Officer</th> <th data-bbox="1359 499 1608 576">Date for completion</th> <th data-bbox="1608 499 1861 576">Resource requirements</th> <th data-bbox="1861 499 2112 576">Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="871 576 1115 616"></td> <td data-bbox="1115 576 1359 616"></td> <td data-bbox="1359 576 1608 616"></td> <td data-bbox="1608 576 1861 616"></td> <td data-bbox="1861 576 2112 616"></td> </tr> <tr> <td data-bbox="871 616 1115 655"></td> <td data-bbox="1115 616 1359 655"></td> <td data-bbox="1359 616 1608 655"></td> <td data-bbox="1608 616 1861 655"></td> <td data-bbox="1861 616 2112 655"></td> </tr> <tr> <td data-bbox="871 655 1115 695"></td> <td data-bbox="1115 655 1359 695"></td> <td data-bbox="1359 655 1608 695"></td> <td data-bbox="1608 655 1861 695"></td> <td data-bbox="1861 655 2112 695"></td> </tr> <tr> <td data-bbox="871 695 1115 730"></td> <td data-bbox="1115 695 1359 730"></td> <td data-bbox="1359 695 1608 730"></td> <td data-bbox="1608 695 1861 730"></td> <td data-bbox="1861 695 2112 730"></td> </tr> </tbody> </table>					Action	Lead Officer	Date for completion	Resource requirements	Comments																				
Action	Lead Officer	Date for completion	Resource requirements	Comments																										
<p>(2) Review and Monitoring State how and when you will monitor policy and Action Plan</p>																														

Please annotate your policy with the following statement:

**‘An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).**





## Children and Young People Overview and Scrutiny Committee

6<sup>th</sup> November 2013

### Update on the Ofsted Framework

#### Recommendation(s)

That the Children and Young People Overview and Scrutiny Committee:

- 1) Consider the report and make any appropriate recommendations arising from it; and
- 2) Decide if any additional reports or briefing sessions are required.

#### 1.0 Background

- 1.1 The Ofsted framework for the Inspection of Schools was completely updated in September 2012. There have been further revisions to the framework as from September 2013. This is as a result of reviews of the outcomes of inspections during 2012 – 2013 as well as further government initiatives, including sports funding for schools and changes to the Early Years Foundation Stage assessment.

#### 2.0 Summary of Changes to the Ofsted Framework

- 2.1 The basic elements of the framework have not changed; the main features of which are:

- the achievement of pupils in the school;
- quality of teaching at the school;
- the behaviour and safety of pupils at the school;
- the quality of leadership in, and management of, the school;
- including the spiritual, moral, social and cultural development of pupils.

- 2.2 The changes from September 2013 are as follows:

##### 2.2.1 During the inspection:

- (i) In preparing for inspection, cognisance should be taken of alternative methods of gathering parents' views other than in the online 'Parent View' where results are few.

- (ii) During the inspection there is further emphasis that *'...inspectors must not advocate a particular approach to teaching or planning lessons. It is for the school to determine how best to teach and engage pupils to secure their good learning'*.
- (iii) In most cases, the senior member of staff involved in the joint observation will give feedback. The inspector should observe the feedback as this may provide evidence about the standard of discussion about teacher practice in the school and the effectiveness of the school's arrangements for professional development and performance management. This last part reflects the emphasis on teachers' performance management and the need to improve teaching.
- (iv) There is concern about early entry to GCSE examinations and so this has been added to the framework: *'Inspectors should challenge the use of inappropriate early and multiple entry to GCSE examinations, including where pupils stop studying mathematics before the end of Year 11'*.
- (v) Inspectors are highly likely to conduct meetings with:
  - parents (these may be informal at the start and end of the day);
  - staff; or
  - other stakeholders.
- (vi) At the end of the inspection, during the feedback to governors and LA the inspector is reminded to state *'...that the grades are provisional and may be subject to change as a result of quality assurance procedures or moderation and should, therefore, be treated as confidential until the school receives a copy of the final inspection report'*. We have already experienced this in Warwickshire.
- (vii) Inspections in which schools are judged as requiring improvement have already been subject to monitoring by HMI and re-inspection within two years. This has now been added to the framework. Ofsted will start to re-inspect RI schools from January 2014.

### **2.2.2 The achievement of pupils in the school.**

- (i) There is an increased emphasis on how individual pupils are benefitting from their school with inspectors testing that during the inspection.
- (ii) There is an increased emphasis on how well pupils are prepared for their next stage of learning.

- (iii) Throughout the framework there is the addition of the phrase 'more able'. This reflects the expectation of higher challenge and expectations for this group of pupils.
- (iv) In primary schools, inspectors must judge how increasing participation in PE and sport is helping all pupils develop healthy lifestyles and reach the performance levels they are capable of.
- (v) An increased emphasis on the use of Pupils Premium results in the addition of, *'Difference in achievement between those for whom the pupil premium provides support and other pupils in the school, including:*
  - *Gaps in attainment, in particular in English and mathematics*
  - *Differences in progress from similar starting points'*
- (vi) There is a major addition on the judgement of achievement for early Years Foundation Stage. Inspectors will evaluate the proportions of children who have made typical progress or more from their starting points and consider attainment at the end of reception in comparison with Early Years Foundation Stage Profile national figures and in terms of how well it prepares children for Key Stage 1.
- (vii) An example of typical progress is for a pupil who has met the Early Learning Goals at the end of reception to attain Level 2b at the end of Year 2. Inspectors should take into account how well pupils with a lower starting point have made up ground, and the breadth and depth of progress made by the most able.

### 2.2.3 The quality of teaching at the school:

- Inspectors must now evaluate the use of, and the contribution made by, teaching assistants.
- There is an addition stating that assessment should be frequent and accurate and used to set relevant work from the Early Years onward.
- The framework now states that, *'...all pupils are taught well so that they are properly prepared for the next stage in their learning, including in the Early Years Foundation Stage where the development of their communication, language and literacy skills must equip them well for Key Stage 1'*. The addition of the equipping them well for the next key stage applies throughout the framework.

#### **2.2.4 The behaviour and safety of pupils at the school:**

- Inspectors must take account of the views expressed by pupils, including different groups of pupils, of their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life. Inspectors must also take account of the views of parents, staff, governors and others.
- Inspectors must judge the extent to which pupils' attitudes to learning help or hinder their progress in lessons and their respect for courtesy and good manners towards each other and adults as well as their understanding of how such behaviour contributes to school life, relationships, adult life and work.

#### **2.2.5 The quality of leadership in, and management of, the school:**

- (a) As many schools now support other schools inspectors must comment on the work they are doing as well as making a specific comment on the work of the headteacher.
- (b) A judgement must be made on how well the school is using the new Sports Funding.
- (c) Inspectors must judge the procedures that schools have for managing the performance of teachers.
- (d) A judgement on the information advice and guidance that pupils receive to prepare them for their next steps has been reintroduced into the framework.
- (e) There is greater emphasis on the impact of middle management and leadership.
- (f) There is an increased emphasis on governors holding leaders 'stringently' to account for the performance of the school.

### **3.0 Conclusion**

- 3.1 The changes to the framework are a further 'raising of the bar' for schools. When taken with the increased focus on progress, rather than mainly attainment, there is a clearer focus on groups and individuals including the more able. The focus on the impact of Pupil Premium in narrowing the gap between those pupils and all other pupils shows that schools need to be clear about all different groups and individuals in the school are performing.
- 3.2 The Learning Improvement Officers will be focusing on these areas when working with schools and the identification of any schools at risk where there is evidence of underperformance in these, and other, areas will continue.

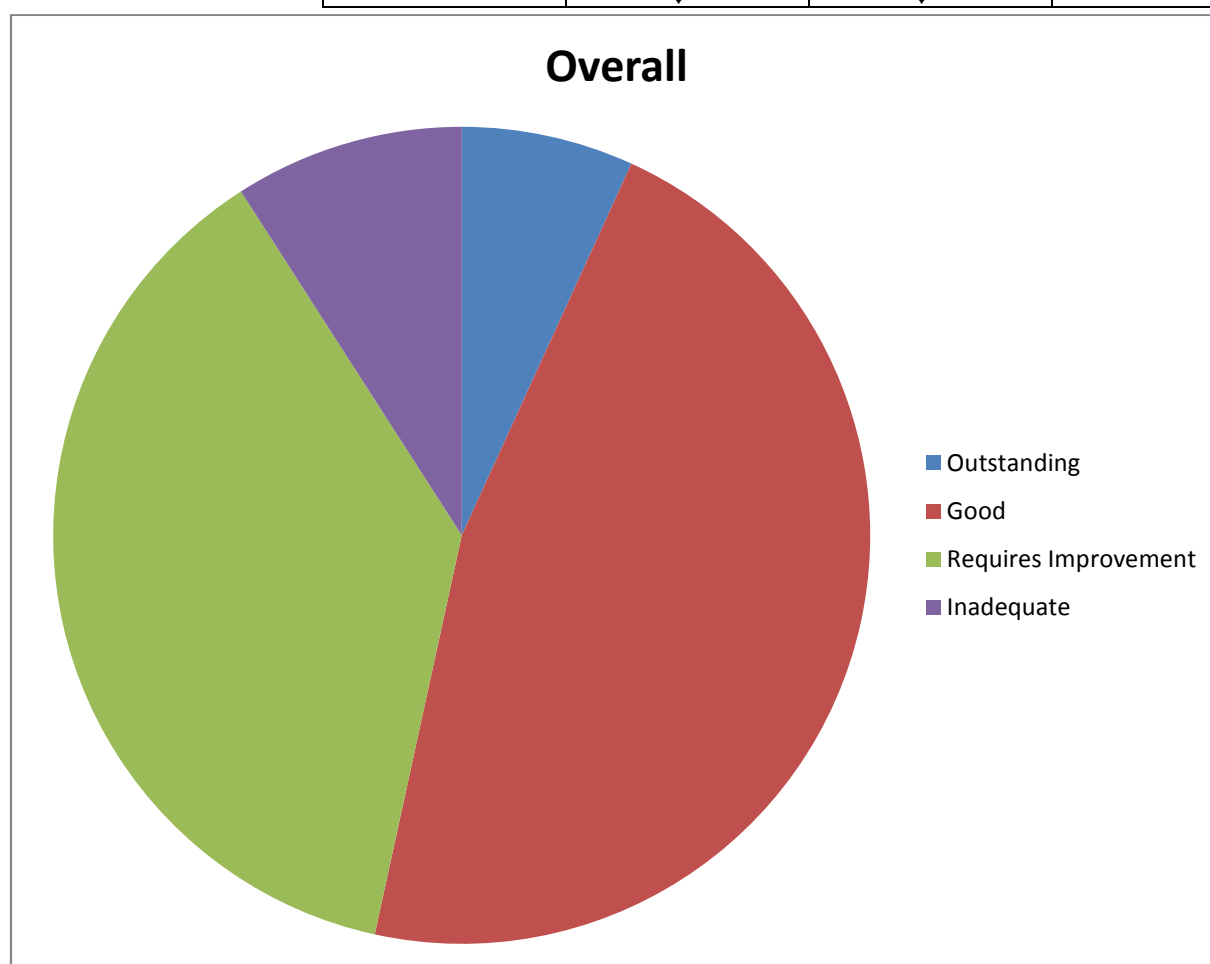
3.3 Ofsted judgements as at 28 August 2013, and including academies can be seen in **Appendix A**.

	<b>Name</b>	<b>Contact Information</b>
Report Author	Claudia Wade	<a href="mailto:claudiawade@warwickshire.gov.uk">claudiawade@warwickshire.gov.uk</a> 01926 746963
Head of Service	Sarah Callaghan	<a href="mailto:sarahcallaghan@warwickshire.gov.uk">sarahcallaghan@warwickshire.gov.uk</a> 01926 742588
Strategic Director	Wendy Fabbro	<a href="mailto:wendyfabbro@warwickshire.gov.uk">wendyfabbro@warwickshire.gov.uk</a> 01926 74
Portfolio Holder	Cllr Heather Timms	<a href="mailto:cllrtimms@warwickshire.gov.uk">cllrtimms@warwickshire.gov.uk</a>

## Annex A

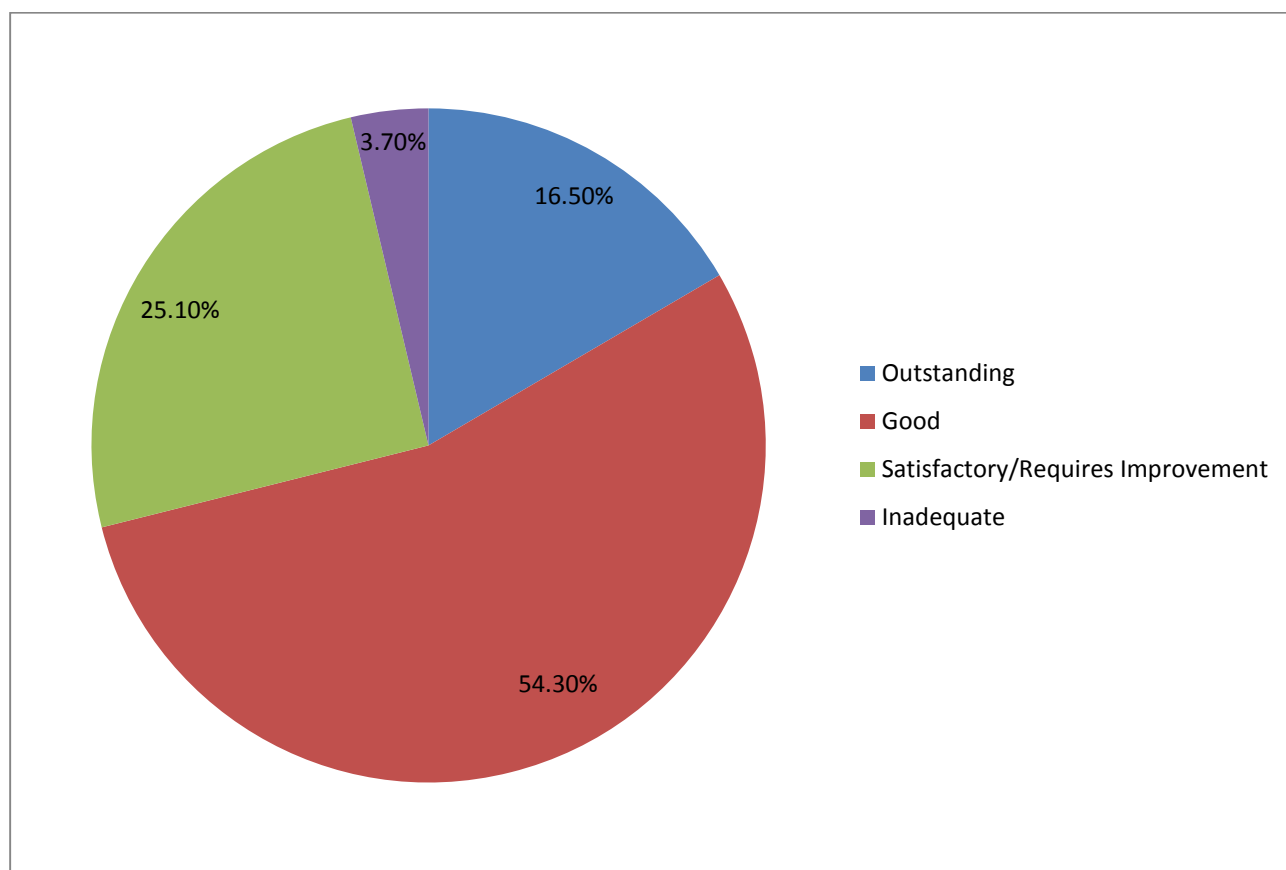
### Schools Inspected in Academic Year 2012/13 (Ofsted judgements as at 28 August 2013 (incl academies))

	Total Insp	Outstanding	Good	Requires Improvement	Inadequate
<b>Nursery</b>	2	2	0	0	0
<b>Primary</b>	66	2	31	27	6
<b>Secondary</b>	15	2	6	5	2
<b>Special</b>	5	0	4	1	0
<b>Overall</b>	88	6	41	33	8
Up		↑3	↑23		
Same		←3	←14	←25	
Down			↓4	↓8	8



## All current Ofsted judgements

	Total Insp	Outstanding	Good	Satisfactory/ Requires Improvement	Inadequate	% Good/ Outstanding
<b>Nursery</b>	6	5	1			100.0%
<b>Primary</b>	192	23	113	49	7	70.8%
<b>Secondary</b>	35	11	12	10	2	65.7%
<b>Special</b>	9	1	6	2	0	70.7%
<b>Overall</b>	242	40	132	61	10	71.0%



## **Warwickshire comparison to National**

**In Warwickshire 71% of schools are currently graded Good or Outstanding.**

**Nationally, more than 78% of schools are Good or Outstanding (an improvement from 2011/12 of more than 8 ppt (percentage points)).**

**In 2012 /13**

**29% of Warwickshire Schools improved upon their previous inspection grade**

**39% of schools nationally improved upon their previous inspection grade.**



**EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)**

**Ofsted Inspection**

Equality Impact Assessment/ Analysis (EqIA)

<b>Group</b>	<b>People Group</b>
<b>Business Units/Service Area</b>	<b>Learning &amp; Achievement</b>
<b>Plan/ Strategy/ Policy/ Service being assessed</b>	<b>Revised Ofsted Framework</b>
<b>Is this is a new or existing policy/service?</b> <b>If existing policy/service please state date of last assessment</b>	<b>Updated</b>
<b>EqIA Review team – List of members</b>	
<b>Date of this assessment</b>	
<b>Signature of completing officer (to be signed after the EqIA has been completed)</b>	
<b>Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public?</b> If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	<b>No</b>
<b>Name and signature of Head of Service (to be signed after the EqIA has been completed)</b>	<b>Sarah Callaghan</b>
<b>Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)</b>	

**A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team**



## Form A1

### INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

**Note:**

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																													
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)					
Progress and Attainment of Pupil premium children	X			X			X			X			X			X					X			X				X		
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? <b>If yes please explain how.</b>																											YES			
Focussing on impact of Pupil Premium spending will advantage vulnerable pupils and address inequality																														
Are your proposals likely to impact on a <b>carer</b> who looks after older people or people with disabilities? <b>If yes please explain</b>																											NO			

how.

## Form A2 – Details of Plan/ Strategy/ Service/ Policy

<b><u>Stage 1 – Scoping and Defining</u></b>	
(1) What are the aims and objectives of Plan/Strategy/Service/Policy?	<p>The purpose is an update in relation to the process and performance of Warwickshire Schools in relation to Ofsted Inspection.</p> <p>1.2 This report recognises that the relative performance in relation to Good and Outstanding schools and that it is the role of the Local Authority (LA) to address underperformance. Where it is evident that a school does not know best about improvement the LA will exercise its statutory drivers to intervene.</p> <p>1.4 This report aims to support and build on good practice in schools in Warwickshire whilst supporting the delivery of the LA's functions in relation to Champion for the Learner.</p>
(2) How does it fit with Warwickshire County Council's wider objectives?	<ul style="list-style-type: none"> <li>• Raise standards of customer service and access to our services</li> <li>• Target our resources to meet our priorities</li> <li>• Confront inequalities and narrow the gap by raising standards</li> <li>• Ensure value for money by reviewing the way we do things to make best use of public resources</li> <li>• Work in partnership with other and engage with the community to provide local services</li> </ul>
(3) What are the expected outcomes?	<p>The principal objective of this paper is to make best use of resources to improve outcomes for children and young people.</p> <p>2.2 Our vision is to 'champion the learner' wherever the learner. Our ambition is to ensure all Warwickshire Schools are Good or Outstanding.</p>

(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)	All pupils in receipt of Pupil Premium Funding
<b><u>Stage 2 - Information Gathering</u></b>	

(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?

3.1 Sir Michael Wilshire, HMCI has stated recently that:

“A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages”

The Chief Inspector of Ofsted hailed the 'unprecedented rate of national improvement' in school performance across England.

Ofsted recently published the latest official statistics on inspection outcomes for the nation's state schools that show 78 per cent of schools are now judged good or outstanding – compared to less than 70 per cent a year ago.



(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?	<ul style="list-style-type: none"> <li>• Schools/ Headteachers</li> <li>• Governors</li> <li>• Early Intervention Service</li> <li>• Consortia</li> <li>• Leadership Development and CPD (Teaching Schools)</li> <li>• Virtual School</li> <li>•</li> </ul>		
(3) Which of the groups with protected characteristics have you consulted with?			
<b><u>Stage 3 – Analysis of impact</u></b>	1. Ensure children have access to Good or Outstanding schools		
(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?  If yes, identify the groups and how they are affected.	<p style="text-align: center;"><b>RACE</b></p> <p>The pattern of achievement for a range of ethnic groups has remained stable over several years. We do not anticipate a detrimental effect on any group.</p>	<p style="text-align: center;"><b>DISABILITY</b></p> <p>See 2:3 above.</p>	<p style="text-align: center;"><b>GENDER</b></p> <p>The gender gap at KS2 has remained stable at between 3 – 5 ppt for several years. At KS4 it is slightly wider, though still stable, at 5-7ppt. We do not anticipate any detrimental effect.</p>
	<b>MARRIAGE/CIVIL PARTNERSHIP</b>	<b>AGE</b>	<b>GENDER REASSIGNMENT</b>

	RELIGION/BELIEF	PREGNANCY MATERNITY	SEXUAL ORIENTATION
(2) If there is an adverse impact, can this be justified?			
(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)	The proposed model will have no detrimental impact: indeed it is designed to have a beneficial impact on disadvantaged learners.		
(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?	This is a universal service, designed to promote further equality of access.		
(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?	The strategy promotes inclusion for all groups in successful schools.		
(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?	None. A potential barrier was that learners in academy schools might have been disadvantaged by the disengagement of their leadership, but all have declared their commitment to involvement.		
(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?	The purpose of the strategy is to secure better outcomes and life chances for all learners.		

(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)	N/A
(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?	N/A
(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?	N/A

<b><u>Stage 4 – Action Planning, Review &amp; Monitoring</u></b>																										
If No Further Action is required then go to – Review & Monitoring																										
(1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.	<p>EqlA Action Plan</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Lead Officer</th> <th>Date for completion</th> <th>Resource requirements</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Action	Lead Officer	Date for completion	Resource requirements	Comments																				
Action	Lead Officer	Date for completion	Resource requirements	Comments																						

(2) Review and Monitoring  
State how and when you will monitor policy  
and Action Plan

---

Please annotate your policy with the following statement:

**'An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).'**

## Children and Young People Overview and Scrutiny Committee

6 November 2013

### Memorandum of Understanding – Health and Wellbeing Board, Adult Social Care and Health Overview and Scrutiny Committee, Children and Young People Overview and Scrutiny Committee and Healthwatch

#### Recommendation

The Children and Young People Overview and Scrutiny Committee is asked to:

- 1) Ratify the Memorandum of Understanding; and
- 2) Agree to a half-day joint workshop to apply the Memorandum of Understanding and consider the implications and joint actions in response to the Francis Report and recommendations.

#### 1.0 Introduction

- 1.1 The draft Memorandum of Understanding (MoU) is a result of a discussion between the Chair of the Health and Wellbeing Board, Chair of Healthwatch Warwickshire and Chairs of Adult Social Care and Health and Children and Young People Overview and Scrutiny Committees.
- 1.2 The aim of this work is to agree and clarify working relationships between the four bodies. The document is attached at **Appendix A**.

#### 2.0 Key issues

- 2.1 The MoU outlines the principles by which the partner organisations should work, and does not set out protocols which would describe in detail the ways in which specific matters should be handled operationally.
- 2.2 The MoU does not override legislative requirements of the partner organisations and their responsibilities, particularly in relation to Health Scrutiny.
- 2.3 It has been noted by Public Health England that the MoU presents a beginning of what could be a pioneering approach to joint working between these key bodies in the region.

### 3.0 Next Steps

- 3.1 In order to put this agreement into practice, a joint half-day workshop has been scheduled for 2.00 p.m. on 26<sup>th</sup> November 2013. The intention is to discuss the whole system approach and potential joint work towards implementing key recommendations from the Francis Report. It is proposed that the agenda be prepared jointly with Clinical Commissioning Groups and the People Group. Preparation work will be coordinated by Public Health Warwickshire.

	<b>Name</b>	<b>Contact Information</b>
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# **Draft Memorandum of Understanding between Warwickshire Health and Wellbeing Board, Healthwatch Warwickshire, Children and Young People Overview & Scrutiny Committee and the Adult Social Care and Health Overview & Scrutiny Committee**

## **Introduction**

1. This Memorandum of Understanding (MoU) sets out a simple framework for the working relationship between Warwickshire Health and Wellbeing Board (WHWBB), Healthwatch Warwickshire (HWW), Children and Young People Overview & Scrutiny Committee (CYPOSC) and Adult Social Care and Health Overview & Scrutiny Committee (ASCHOSC).
2. All organisations recognise that there are distinct and unique relationships between them. Accordingly, the framework set out in this MoU takes account of these relationships and specifies the ways in which all bodies will work together in delivering their respective statutory functions (See Annex I).
3. This MoU cannot override the statutory duties and powers of any of the organisations, and is not enforceable in law. However, all organisations agree to adhere to the principles set out in this MoU and will show regard for each other's activities.
4. The MoU sets out the principles that the organisations will follow in the course of day-to-day working relationships. The MoU may need to be supported by protocols and other documents not included in this framework which set out in more detail operational considerations of how the organisations will work together.

## **Principles of cooperation**

5. WHWBB, HWW, CYPOSC and ASCHOSC agree that their working relationship will be guided by the following principles:
  - I. The need to make decisions which promote the safety health and wellbeing of the Warwickshire population
  - II. Respect for each organisation's independence
  - III. The need to maintain public confidence
  - IV. Openness and transparency
  - V. The need to use resources efficiently and effectively.

## **Relationships**

### ***Warwickshire Health and Wellbeing Board and Healthwatch Warwickshire***

6. As per legislation (Health and Social Care Act 2012), a representative of HWW will sit on WHWBB and have a full voting power.
7. HWW will produce regular reports to and advise WHWBB on the issues and needs of the local population in order to better inform the Board's decisions and support their engagement with the population of Warwickshire.

### ***Warwickshire Health and Wellbeing Board and Children and Young People Overview & Scrutiny Committee***

8. WHWBB and CYPOSC will maintain dialogue with each other, as relevant, about the issues, risks and challenges involving wellbeing of children and young people in Warwickshire.
9. CYPOSC will share with the WHWBB relevant recommendations and/or information following the scrutiny of local children social care services, which WHWBB will use to support partners and to inform future priorities.
10. WHWBB will share its annual report with CYPOSC who may wish to comment on it and provide constructive feedback on the Board's priorities and performance.
11. WHWBB will consult CYPOSC on both the Joint Strategic Needs Assessment and the Health and Wellbeing Strategy, before these are finalised.

### ***Warwickshire Health and Wellbeing Board and Adult Social Care and Health Overview & Scrutiny Committee***

12. The WHWBB and ASCHOSC will maintain dialogue, as relevant, with each other about the issues, risks and challenges involving health and wellbeing of the local population as well as health and social care in Warwickshire.
13. ASCHOSC will share with the WHWBB relevant recommendations and/or information following the scrutiny of local health and social care services, which WHWBB will use to support partners and to inform future priorities.



14. ASCHOSC will receive an annual report on the performance of WHWBB and will act as a critical friend to the Board's activity and hold the Board to account on the delivery of its statutory obligations.

15. WHWBB will consult ASCHOSC on both the Joint Strategic Needs Assessment and the Health and Wellbeing Strategy, before these are finalised.

### ***Adult Social Care and Health Overview & Scrutiny Committee and Healthwatch Warwickshire***

16. HWW will regularly communicate with ASCHOSC and feed into their work programme.

17. ASCHOSC may commission HWW to undertake specific investigations or research.

18. ASCHOSC will contribute to the HWW's work programme and will scrutinise its outcomes via six-monthly reports.

### ***Children and Young People Overview & Scrutiny Committee and Healthwatch Warwickshire***

19. HWW will regularly communicate with CYPOSC and both organisations will contribute to each other's work programmes.

20. CYPOSC may commission HWW to undertake specific investigations or research.

### **Other areas of cooperation**

21. The working relationship between all organisations will also include:

- i. Cross-referral of concerns
- ii. Information sharing, including relevant contacts (See Annex II)
- iii. Seeking local resolutions to common issues

### **Resolution of disagreement**

22. Any disagreement between WHWBB, HWW, CYPOSC and ASCHOSC will, wherever possible, be resolved at working level. If this is not possible, it will be

brought to the attention of the MoU managers and/ or signatories who will then be jointly responsible for ensuring a mutually satisfactory resolution.

## **SIGNATORIES**

.....  
**Chair of Warwickshire  
Health & Wellbeing Board**

.....  
**Chair of Healthwatch  
Warwickshire**

.....  
**Chair of Children & Young People  
Overview & Scrutiny Committee**

.....  
**Chair of Adult Social Care and Health  
Overview & Scrutiny Committee**

DRAFT

## 1. STATUTORY FUNCTIONS OF HEALTH & WELLBEING BOARDS

The Health and Social Care Act 2012 gives health and wellbeing boards specific functions. These are a statutory minimum and further functions can be given to the boards in line with local circumstances. The statutory functions are:

- To prepare Joint Strategic Needs Assessments (JSNAs) and Joint Health and Wellbeing Strategies (JHWSs), which is a duty of local authorities and clinical commissioning groups (CCGs).
- A duty to encourage integrated working between health and social care commissioners, including providing advice, assistance or other support to encourage arrangements under section 75 of the National Health Service Act 2006 (ie lead commissioning, pooled budgets and/or integrated provision) in connection with the provision of health and social care services.
- A power to encourage close working between commissioners of health-related services and the board itself.
- A power to encourage close working between commissioners of health-related services (such as housing and many other local government services) and commissioners of health and social care services.
- Any other functions that may be delegated by the council under section 196(2) of the Health and Social Care Act 2012. For example, this could include certain public health functions and/or functions relating to the joint commissioning of services and the operation of pooled budgets between the NHS and the council. Such delegated functions need not be confined to public health and social care. Where appropriate, they could also, for example, include housing, planning, work on deprivation and poverty, leisure and cultural services, all of which have an impact on health, wellbeing and health inequalities.

*Health and wellbeing boards A practical guide to governance and constitutional issues – LGA/ ADSO 2013)*

## **2. STATUTORY FUNCTIONS OF LOCAL HEALTHWATCH**

As part of the Health and Social Care Act 2012 and Regulations, the functions of Local Healthwatch are:

### **Function One: Gathering views and understanding the experiences of patients and the public**

- Ensure systematic and ongoing engagement with all sections of the local population so that a wide cross-section of views are represented in respect of local health and social care.
- Seek the community's views about the current provision of health and social care and use this to identify the need for changes or additions to services.
- Demonstrate an ability to analyse and channel high quality user feedback and public views on services to relevant commissioners so that they can inform the whole commissioning cycle

### **Function Two: Making people's views known**

- Communicate the local community's views to health and social care commissioners and providers.
- Represent local people's views through its membership on the Health and Wellbeing Board.
- Present regular reports, on the local views and concerns and its activities, as required, to Healthwatch England, a committee of Care Quality Commission.

### **Function Three: Promoting and supporting the involvement of people in the commissioning and provision of local care services and how they are scrutinised**

- Give input to new or proposed services.
- Act as a critical friend to commissioners and providers of services to help bring about improvements.
- Exercise their "Enter and View" powers judiciously by working collaboratively with other inspection regimes.
- Cooperate with and feed into the County Council's Overview and Scrutiny functions and work programmes.

### **Function Four: Recommending investigation or special review of services via Healthwatch England or directly to the Care Quality Commission (CQC)**

- Making recommendations for special reviews or investigations to the Care Quality Commission through Healthwatch England based on robust local intelligence.

### **Function Five: Providing advice and information (signposting) about access to services and support for making informed choices**

- Influence or provide information (signposting) services to ensure that all sections of the local population have access to good quality impartial advice and advocacy relating to health and social care services available to them.

### **Function Six: Making the views and experiences of people known to Healthwatch England (and to other local Healthwatch organisations) and providing a steer to help it carry out its role as national champion**

- Ensure local intelligence gathering systems complement those established by Healthwatch England.
- Develop/ abide by protocols to ensure effective and efficient information sharing with other local Healthwatch organisations.

## **3. STATUTORY FUNCTIONS OF HEALTH SCRUTINY**

The statutory powers of health are the powers to:

- a) review any matter relating to the planning, provision and operation of health services in their area;
- b) request information from health bodies and relevant health service providers;
- c) require attendance of NHS staff and members of relevant health service providers at scrutiny meetings;
- d) make reports and recommendations to NHS bodies, relevant health service providers and the local authority, and expect a response where one is requested within 28 days;
- e) respond to consultations by NHS bodies and relevant health service providers on matters of substantial variations or developments to health services. They must publish timescales for making such responses;
- f) refer contested service changes to Secretary of State on specific grounds. They must provide robust evidence in support of this and publish clear timescales within which the referral will be made;
- g) co-opt representatives onto their health scrutiny arrangements;
- h) delegate health scrutiny powers to another local authority, or to a joint committee of a number of local authorities;
- i) delegate health scrutiny powers to a HOSC, where one is retained under s244 (as amended). *In Warwickshire these powers have been delegated to ASC&HOSC;*
- j) delegate some health scrutiny functions where a HOSC has not been retained in favour of an alternative mechanism such as a s101 committee;
- k) form joint scrutiny arrangements with other local authorities. This is mandatory in relation to proposals for substantial service change.

## CONTACTS

Health & Wellbeing Board	Chair: Cllr Isobel Seccombe Email: <a href="mailto:isobelseccombe@warwickshire.gov.uk">isobelseccombe@warwickshire.gov.uk</a>  Coordinator: Monika Rozanski Email: <a href="mailto:monikarozanski@warwickshire.gov.uk">monikarozanski@warwickshire.gov.uk</a> Tel: 01926412439
Healthwatch Warwickshire	Chair: Philip Robson Email: <a href="mailto:philip@healthwatchwarwickshire.co.uk">philip@healthwatchwarwickshire.co.uk</a>  Chief Executive Officer: Deb Saunders Email: <a href="mailto:deb@healthwatchwarwickshire.co.uk">deb@healthwatchwarwickshire.co.uk</a> Tel: 01926 453964
Children and Young People Overview & Scrutiny Committee	Chair: Cllr Bob Hicks Email: <a href="mailto:bobhicks@warwickshire.gov.uk">bobhicks@warwickshire.gov.uk</a>  Coordinator: Georgina Atkinson Email: <a href="mailto:georginaatkinson@warwickshire.gov.uk">georginaatkinson@warwickshire.gov.uk</a> Tel: 01926 412144
Adult Social Care and Health Overview & Scrutiny Committee	Chair: Cllr John Beaumont Email: <a href="mailto:johnbeaumont@warwickshire.gov.uk">johnbeaumont@warwickshire.gov.uk</a>  Coordinator: Ann Mawdsley Email: <a href="mailto:annmawdsley@warwickshire.gov.uk">annmawdsley@warwickshire.gov.uk</a> Tel: 01926 418079

**Local Healthwatch, health and wellbeing boards and health scrutiny – Roles, relationships and adding value – CfPS 2012**

[http://cfps.org.uk/domains/cfps.org.uk/local/media/downloads/L12\\_693\\_CFPS\\_Healthwatch and Scrutiny final for web.pdf](http://cfps.org.uk/domains/cfps.org.uk/local/media/downloads/L12_693_CFPS_Healthwatch_and_Scrutiny_final_for_web.pdf)

## Children and Young People Overview and Scrutiny Committee

6<sup>th</sup> November 2013

### Work Programme 2013/14

#### Recommendations

That the Children and Young People Overview and Scrutiny Committee:

- 1) Note the updated Work Programme 2013/14 and the inclusion of additional areas of scrutiny activity or review;
- 2) Considers undertaking a site visit of Primary Inclusion Support Groups in early 2014;
- 3) Notes the outcome of the Committee's report to Cabinet on 17<sup>th</sup> October 2013; and
- 4) Considers arrangements for the 22<sup>nd</sup> January 2014 meeting and the scheduling of an additional meeting in February/March 2014.

#### 1.0 Work Programme

1.1 The updated Committee Work Programme for 2013/14 is attached at **Appendix A**. A number of additional items were discussed by the Chair and Spokespersons on 25<sup>th</sup> October 2013 which have been added to the document.

#### 1.2 Primary Inclusion Support Groups

Following a member request, a report on the proposed changes and diversion of funding from the Primary Inclusions Support Groups (ISGs) has been added to the Work Programme for consideration at a meeting in early 2014. The Committee is asked to consider whether it wishes to undertake a site visit of the ISG site to gain a first-hand experience and understanding of the sites.

#### 2.0 Briefing Notes

2.1 There have not been any Briefing Notes circulated recently to the Committee.

### 3.0 Report of the Committee to Cabinet – 17<sup>th</sup> October 2013

- 3.1 At the call-in meeting Committee on 26<sup>th</sup> September 2013, members agreed to submit a letter to Cabinet outlining the key risks included in the Equality Impact Assessment, in respect of the Early Years Commissioning decision, and request that Cabinet acknowledge these risks in writing. This request was presented to Cabinet on 17<sup>th</sup> October 2013 at which members agreed to acknowledge the letter.
- 3.2 Cabinet also reaffirmed its previous request that the Committee's Chair and Spokespersons consider the tendering process and service specification for the Early Years Commissioning decision. An informal meeting to discuss the specification will be scheduled with the Chair and Spokespersons in due course.

### 4.0 Dates of Future Meetings

- 4.1 Future meetings of the Committee have been scheduled for 2.00 p.m. on the following dates:
- 22<sup>nd</sup> January 2014
  - 2<sup>nd</sup> April 2014
  - 3<sup>rd</sup> June 2014
- 4.2 Members will be aware that a report on the Admissions Policy and Primary School Places Provision has been scheduled for 22<sup>nd</sup> January 2014. The Committee will be asked to review the admissions criteria and consultation exercise for the Admissions Policy 2015. This will be a detailed, important and potentially sensitive piece of work that will generate a high amount of public interest
- 4.3 In light of this, the Chair has suggested that the meeting be fully dedicated to the consideration of the item and that all other items scheduled for 22<sup>nd</sup> January 2013 be deferred to an additional meeting which will be arranged for February/March 2014. Alternatively, a full day meeting could be arranged for 22<sup>nd</sup> January with the Admissions Policy item being considered in the morning and the other items scheduled for the afternoon. The Committee is asked to consider which arrangement would be most appropriate.

### Appendices:

#### Appendix A – Work Programme 2012/13

	Name	Contact details
<b>Report Author</b>	Georgina Atkinson	<a href="mailto:georginaatkinson@warwickshire.gov.uk">georginaatkinson@warwickshire.gov.uk</a>
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<b>Strategic Director</b>	David Carter	<a href="mailto:davidcarter@warwickshire.gov.uk">davidcarter@warwickshire.gov.uk</a>
<b>Portfolio Holder</b>	Councillor Jeff Clarke	<a href="mailto:cllrclarke@warwickshire.gov.uk">cllrclarke@warwickshire.gov.uk</a>



**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
Questions to the Portfolio Holders / Forward Plan	Report which includes Forward Plan decisions relevant to the remit of the Committee. (Georgina Atkinson)	N/a	* Standing item for every meeting
Support for Children in Schools	<p>A combined report to consider the following:</p> <ul style="list-style-type: none"> <li>• The latest progress of the national SEN reforms, including an update on the shortage of Additional Needs places in the county.</li> <li>• The new arrangements for Area Behaviour Partnerships, how these are working 12 months after becoming full WCC policy, and to consider how the Committee's previous concerns, particularly those around Key Stage 3, are being addressed.</li> <li>• The report to the Schools Forum setting out options for provision for those with Behavioural, Social and Emotional Difficulties. (Jayne Mumford)</li> </ul>	6 <sup>th</sup> November 2012	6 <sup>th</sup> November 2013
Impact of the Pupil Premium	To assess how the Pupil Premium is being used in schools to raise attainment, looking at examples of best practice. Will also include information regarding the Performance of C&YP in National Test and Examinations report. (Claudia Wade)	N/a	6 <sup>th</sup> November 2013
Update on the Ofsted Framework	To receive a report outlining the changes and terms of reference, and subsequent implications, be presented to its next meeting on 6 <sup>th</sup> November. This would cover both Early Years provision and schools. (Claudia Wade)	N/a	6 <sup>th</sup> November 2013
Memorandum of Understanding	To ratify the Memorandum of Understanding for the Health and Wellbeing Board, Overview and Scrutiny and Healthwatch.	N/a	6 <sup>th</sup> November 2013

**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
Admissions Policy and Primary Schools Places Provision	To consider the admissions criteria and the consultation exercise for the 2015 Admissions Policy. (Peter Speers)	N/a	22 <sup>nd</sup> January 2014
Organisational Health Report 2013/14	Quarterly report to scrutinise the performance management of services that fall within the remit of Committee. Following consideration, how often would the Committee like this information – on a quarterly, six monthly or annual basis? (Wendy Fabbro)	N/a	22 <sup>nd</sup> January 2014
NEETs Update Report	The Committee requested information relating to statistical neighbours, looked after children, the legacy of pupil referral units and like to apprenticeships and work experience, with reference to the work of the Coventry and Warwickshire LEP in this area. This report will also include the draft strategy for <i>Raising the Participation Age</i> for Warwickshire. (Sophie Thompson)	3 <sup>rd</sup> April 2013	22 <sup>nd</sup> January 2014
Vulnerability Strategy	A strategy regarding the allocation of resources to where the greatest need was identified, using appropriate evidence and data to determine. (Sarah Callaghan) <b>Check timescales and whether would still be valid if go to Feb/March meeting.</b>	N/a	22 <sup>nd</sup> January 2014
Scrutiny Action Plans	To receive an update on recommendations previously submitted and subsequently agreed (or noted) by Cabinet in respect of the following: <ul style="list-style-type: none"> <li>• Academies and Free Schools (Sarah Callaghan)</li> <li>• Children's Centres (Barbara Wallace)</li> </ul>	N/a	22 <sup>nd</sup> January 2014

**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
Role of the Director of Children's Services	To assess the robustness of arrangements in place for the dual role of the Director of Children's and Adult Services. <b>Report that went to Safeguarding Children Board is already available – do members want to consider it at 22 January instead?</b> (Wendy Fabbro)	N/a	2 <sup>nd</sup> April 2014
Priority Families Initiative	<p>The Council has identified more than 900 of the hardest to help families who will be targeted for intervention by the programme. More than 400 families are already being worked with and the scheme remains on track to meet the local authority's target of turning around 805 families in the County by April 2015. Areas to consider:</p> <ul style="list-style-type: none"> <li>• How many families are involved and how are families identified?</li> <li>• How will it make a difference? How has it made a difference so far?</li> <li>• What funding is available to support this initiative?</li> <li>• Where are Warwickshire in comparison to other authorities?</li> <li>• Is the Council on track to achieve the April 2015 target?</li> <li>• How does the initiative link with the Child Poverty Strategy and the support provided by Children's Centres? How is the initiative being monitored and evaluated?</li> <li>• How will be programme be sustained beyond 2015? (Nick Gower-Johnson)</li> </ul>	N/a	2 <sup>nd</sup> April 2014
Integrated Disability Service	To consider the impact of the savings programme on the priorities and service delivery. (Jayne Mumford)	N/a	2 <sup>nd</sup> April 2014
Adoption Process and Scorecards	Government requirement that the County Council speeds up the adoption process. Invitation to the meeting to be extended to the Chair of the Corporate Parenting Panel. Possible Task and Finish Group review once the Committee has considered the report.	N/a	2 <sup>nd</sup> April 2014

**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
	<ul style="list-style-type: none"> <li>• What has/will be the impact of the Government’s desire to ensure children and young people are adopted quickly?</li> <li>• What approach has been taken in Warwickshire?</li> <li>• What is the long term impact of adopting children and young people more quickly?</li> <li>• How does the service compare regionally and nationally?</li> <li>• What further legislative changes are expected? How is will impact on the adoption service?</li> <li>• How are the views of children and families sought and fed into service provision/development?</li> <li>• What would be the implications of outsourcing? (Sue Ross)</li> </ul>		
<p>Children’s Centres Service Delivery Outcomes</p>	<p>To undertake the Committee’s previous recommendation for the Children’s Centres Select Committee:</p> <p><i>That the Children and Young People Overview and Scrutiny Committee and the Health and Wellbeing Board monitors the key service delivery outcomes, as defined by the Learning and Achievement service, and the extent to which these are achieved by the Children’s Centre providers.</i></p> <p>The Committee to receive a performance report in order to monitor outcomes. First update to include detail regarding the award of the contract and the key service delivery outcomes that have been set. (Barbara Wallace)</p>	<p>23<sup>rd</sup> August 2013</p>	<p>2<sup>nd</sup> April 2014 – not yet on Forward Plan, check timescales with BW.</p>
<p>Child Poverty Strategy</p>	<p>To monitor the implementation of the Strategy through the action plan to ensure actions and developments are being achieved on target and are making a difference.</p>	<p>N/a</p>	<p>3<sup>rd</sup> June 2014 – TBC following further research</p>

**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
	<p>Areas to consider:</p> <ul style="list-style-type: none"> <li>• Has the final strategy been approved? What are the timescales involved?</li> <li>• Review the action plan and monitor progress against it.</li> <li>• What outcomes are expected as a result of the strategy?</li> <li>• How have the views of children and families been sought and fed into the strategy? (Julie Smith)</li> </ul>		
<p>Educational provision for 14-19 Year Olds</p>	<p>To examine the developments being made to address skills shortages and ensure children and young people have the opportunities and support needed to develop the employability and life skills they need for the future employment. Areas to consider:</p> <ul style="list-style-type: none"> <li>• What provision and support is available to young people (either in schools, by the youth support service or other methods) to develop life skills?</li> <li>• Are the development of life skills and employability skills included as part of the school curriculum?</li> <li>• How are young people prepared for the world of work?</li> <li>• What initiatives have been implemented and how effective have they been?</li> <li>• What support is provided by sixth forms, colleges and other further education providers?</li> <li>• Do schools work in partnership with local businesses on developing life skills for young people and the skills needed for employment?</li> <li>• Has an Employability Charter been developed and promoted within Warwickshire? If so, what has been the impact of its development so far?</li> <li>• What is the involvement of the CWLEP/City Deal and how will it impact on skills shortages and developing employability skills?</li> <li>• How are the views of children and families sought on current provision and how do they feed into future service provision/development? (Sarah Callaghan)</li> </ul>	<p>N/a</p>	<p>3<sup>rd</sup> June 2014</p>

**Children and Young People Overview and Scrutiny Committee  
Work Programme 2013/14**

Item	Report detail	Date of last report	Date of next report
Implications of the Budget	Funding reductions over the next four years could potentially result in unmanageable demand. How will this be addressed? The Committee to monitor how this will be addressed within a reduced budget, in order to sustain statutory requirements and meet the Corporate Ambitions. (Wendy Fabbro)	N/a	3 <sup>rd</sup> June 2014
Performance of Warwickshire C&YP in National Tests and Examinations 2013	To consider the annual update on the school attainment. (David Bristow)	20 <sup>th</sup> June 20112	TBC
Warwickshire Education Services (WES) Trading Update	To assess the progress of WES and the competitiveness of the LA's offer to schools. (Craig Cusak)	30 <sup>th</sup> January 2013	TBC
Academies	<p>To undertake the Committee's previous recommendations from the Academies Task and Finish Group:</p> <p><i>The Children and Young People Overview &amp; Scrutiny Committee should:</i></p> <ul style="list-style-type: none"> <li>• <i>investigate whether the School Improvement team has sufficient capacity to ensure it can carry out its role;</i></li> <li>• <i>consider if further scrutiny of services to vulnerable children is required; and</i></li> <li>• <i>request a report on the LA's strategy for addressing the risks to both insufficiency and oversufficiency of school places.</i> (Sarah Callaghan)</li> </ul>	30 <sup>th</sup> January 2013	TBC

Children and Young People Overview and Scrutiny Committee  
 Work Programme 2013/14

**Briefing Notes**

Item	Briefing Note detail	Date requested	Date circulated