

Children & Young People Overview & Scrutiny Committee

Date: Tuesday, 28 January 2020
Time: 10.30 am
Venue: Committee Room 2, Shire Hall

Membership

Councillor Yousef Dahmash (Chair)
Councillor Margaret Bell
Councillor Jonathan Chilvers
Councillor Corinne Davies
Councillor Peter Gilbert
Councillor Daniel Gissane
Councillor Howard Roberts
Councillor Dominic Skinner
Councillor Chris Williams
Councillor Pam Williams
Joseph Cannon
John McRoberts
Rev. Elaine Scrivens
Sean Taylor

Items on the agenda: -

1. General

(1) Apologies

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

(3) Minutes of the Previous Meeting

To agree the minutes of the meeting held on 24 September 2020.

5 - 16

2. Public Speaking

- 3. Different Futures - Two Year Report** 17 - 28
Different Futures supports parents who have had multiple children removed from their care. This is part of our strategy to reduce the need for children to be in care. The report is to update members on the progress and outcomes for parents and children.
- 4. Update Children's Social Care Cultural Change** 29 - 30
A presentation on the cultural change occurring in Children's Social Care. Information about the restorative practice and new pathway to change assessment.
- 5. Closing the Gap** 31 - 42
Update on the Closing the Gap Board and revised delivery plan including report on the £500k DfE Strategic School Improvement Fund bid 'narrowing the gap in Warwickshire' Sept 17 to July 2019
- 6. Question Time**
- (1) Questions to Cabinet Portfolio Holders**
Up to 30 minutes of the meeting are available for members of the Committee to put questions to the Cabinet Portfolio Holder for Education and Learning and Cabinet Portfolio Holder for Children.
- The enclosed report lists any briefings circulated to the Committee since the last meeting and any items listed in the Council's Forward Plan for decision by Cabinet or individual Cabinet Portfolio Holders over the coming months.
- (2) Updates from Cabinet Portfolio Holders/Heads of Service**
Cabinet Portfolio Holders and Heads of Service are invited to provide any updates they have on issues within the remit of the Committee.
- 7. Work Programme** 43 - 50
To consider the enclosed work programme, updated following the meeting of the Chair and Group Spokespersons.
- 8. 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).
- 9. Date of Next Meeting**
The next meeting has been scheduled for 10.00 am on 28 April 2020, Shire Hall, Warwick.

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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
- 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 Code of Conduct.

These should be declared at the commencement of the meeting

The public reports referred to are available on the Warwickshire Web

<https://democracy.warwickshire.gov.uk/uuCoverPage.aspx?bcr=1>

Public Speaking

Any member of the public who is resident or working in Warwickshire, or who is in receipt of services from the Council, may speak at the meeting for up to three minutes on any matter within the remit of the Committee. This can be in the form of a statement or a question. If you wish to speak please notify Democratic Services in writing at least two working days before the meeting. You should give your name and address and the subject upon which you wish to speak. Full details of the public speaking scheme are set out in the Council's Standing Orders.

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**Minutes of the meeting of the
Children and Young People Overview and Scrutiny Committee
held on 24 September 2019**

Present:

Members of the Committee

Councillors:

Margaret Bell, Jonathan Chilvers, Corinne Davies, Pete Gilbert, Daniel Gissane, Howard Roberts, Dominic Skinner, Chris Williams and Pam Williams (Vice-Chair in the Chair).

Cabinet Portfolio Holder:

Councillor Colin Hayfield, Portfolio Holder for Education & Learning

Co-opted members for Education matters:

John McRoberts - Parent Governor representative

Non-Voting Representative:

Sean Taylor, Chair of Warwickshire Teachers' Representative Panel

Other Representatives:

Officers:

Ian Budd, Assistant Director, Education Services
Jane Carter, Disability and Professional Practice Manager
Becky Hale, Assistant Director for People Strategy and Commissioning
Richard Harkin, Deputy News and PR Manager
Mandi Kalsi, Performance Officer
Nigel Minns, Strategic Director for People
Isabelle Moorhouse, Trainee Democratic Services Officer
Mark Ryder, Strategic Director for Communities
Kate Sahota, Commissioning Lead - Health Improvement
Paul Spencer, Senior Democratic Services Officer
Sophie Thompson, Intervention Data and Project Management Officer
Emma Whewell, Trainee Solicitor

Toni Monkhouse, Warwickshire Teachers' Representative Panel

David Lawrence, Press

1. General

(1) Apologies

Apologies for absence were received from Councillors Yousef Dahmash (Chair) and Jeff Morgan (Portfolio Holder for Children's Services). An apology was also received from John Coleman, Assistant Director, Children and Families.

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

None

(3) Minutes of the meeting held on 18 June 2019

Resolved:

That the minutes of the meeting held on 18 June 2019 are approved as a correct record and signed by the Chair.

(4) Chair's Announcements

Congratulations were recorded to Councillor Dahmash on the safe arrival of a son, his third child.

2. Public Speaking

None.

3. Warwickshire School Health and Wellbeing Service

Kate Sahota, Commissioning Lead for Health Improvement introduced this item. As part of its Public Health duties, Warwickshire County Council commissioned a healthy child programme, which was delivered through the School Health and Wellbeing Service (SHWBS) by a third sector organisation, Compass. The SHWBS was confidential and freely available for all school-aged children and young people, their families and carers. It delivered preventative and universal public health programmes in schools across the county, as well as in other locations. The team of school nurses, community staff nurses, healthcare support workers and administrators, operated out of three area administrative hubs. Details were provided of the core SHWBS activities. A needs assessment undertaken in 2014 made 15 key recommendations for the commissioning of the service. The SHWBS had undergone significant change following the previous commissioning exercise. Of the 15 recommendations, 13 had been implemented fully, with two still being in progress. In addition, an audit had assessed how well the service was delivering against the current specification and the framework of the Healthy Child Programme. Of the 51 areas, there was evidence to demonstrate achievement of 49, with a further two requiring additional evidence.

Public Health had completed a comprehensive review of the service delivery model, to establish the impact of the changes and help shape future service delivery as part of the new contract, from 1 November 2019. This had included a public consultation with parents, carers, schools and key stakeholders.

Service delivery was monitored through quarterly performance reporting and contract meetings, with annual reports summarising the progress made on key priorities. An example of this was provided in an extract of a previous annual report.

In terms of future service delivery, six priorities had been identified for the commissioning of the new service from 1 November 2019 which concerned:

- Robust communication methods being developed and implemented

- Mental and emotional health and wellbeing
- The rising number of hospital admissions as a result of self-harm
- School readiness
- Positive lifestyle choices
- Revising the service specification to incorporate the recommendations from the most recent national documents relating to commissioning of age 5-19 Public Health Services.

Nationally, six high impact areas had been identified as the most important areas to focus on, in order to maximise positive health and wellbeing outcomes for children and young people. These were detailed in the report, together with the key elements of the revised service from November 2019, showing the proposed service level and core activities. The service would continue to be monitored through contract meetings and the publication of annual reports as a continuation of the existing arrangements. The financial implications of the new contract were reported.

The following questions and comments were submitted by members with responses provided as indicated:

- The qualifications of practitioners. These comprised specialist community public health and staff nurses and family intervention workers.
- How the service was publicised and levels of awareness amongst pupils and their parents, for example of how to access the service. Also, whether there were additional services in place for emotional health and wellbeing. There were a variety of ways through which this took place. Examples were the correspondence to parents at the start of the school year (years reception, six and nine), that their child would undertake a health needs assessment and information for school newsletters to publicise such things as dentistry. There were confidential text message services both for pupils and their parents. An update was given on an emotional health and wellbeing lead role which had been in place for two years and was now a core part of the contract.
- Schools had been involved in setting the criteria for the new contract. Further information was sought on how they would be engaged in the outcomes and impact of the revised service. An outline was given of the various methods employed, to ensure good and continued engagement with schools, including teacher interviews, attending meetings and conferences, to seek feedback and understand the challenges faced.
- It was asked if the service was delivered on a school-wide basis or focussed on each pupil requiring support. The questionnaires provided fundamental information to assess the pupil health and wellbeing profile of the school. From this, working with the headteacher or their nominee three annual priorities were agreed for that school. Issues flagged from individual questionnaires were also followed up for that child.
- In terms of safeguarding, it was questioned how this service aligned with others involved in safeguarding. The role of the school nurse included completing a health assessment and to consider whether it was appropriate for the service to attend case conference meetings.
- Detail was requested about how the service sought to ensure pupils were school ready. There had been a successful two-year pilot scheme. Strong relations had been built with those working in early years' services. The

service produced literature and sought to ensure a partnership approach with parents and others to ensure their children were school ready.

Resolved

That the Committee notes the progress of the service since 1 November 2015, and the future direction beyond the start of the new contract on 1 November 2019.

4. Special Educational Needs and Disabilities (SEND)

Jane Carter, Disability and Professional Practice Manager introduced this item. In April 2019, Cabinet approved the SEND and Inclusion Strategy for the period 2019-2023. This formed part of the strategic framework of the Warwickshire Education Strategy and replaced the Vulnerable Learners Strategy 2015-2018. The Strategy was co-produced and identified six priority areas. It was supported by a delivery plan and workstreams involving stakeholders. The strategy had been communicated via meetings and conferences, as well as through the distribution of a leaflet. It was monitored by the SEND and Inclusion Board.

The SEND Code of Practice 2015 set out the statutory framework and expectations, which included an expectation regarding education, health and care (EHC) plans. In July 2019, 4,090 children and young people had EHC plans in Warwickshire, which was an increase from 2,781 in 2014.

A section of the report outlined performance across the SEND system. It included key activities and performance measures, which were summarised in the report with further information and data provided in an appendix. The areas reported on were:

- Promoting Inclusion
- Getting it right for learners with high needs (school age)
- Improving health and social care for learners with SEND
- Preparing for adulthood
- Transport
- Workforce development

The report outlined plans for a peer review and an expected inspection of the SEND service. Warwickshire was one of four local authorities in the West Midlands yet to receive its SEND local area inspection. The inspection would take place by March 2021. So far, 45 of 91 inspections had resulted in a 'Written Statement of Action'. The County Council had prepared for its inspection through regular updates to portfolio holders, strategic directors and the SEND & Inclusion Board. The key document for inspection was the local self-evaluation. This was reviewed on a termly basis by the SEND & Inclusion Board. A peer review had been invited to focus on planning for EHC plans and the preparation for adulthood arrangements. This took place on 19 -20 September 2019. A verbal update was given and the peer review had provided a useful rehearsal ahead of the inspection.

The financial implications were reported. The implementation of the SEND & Inclusion Strategy was from within existing budgets across education, health and social care. The financial pressures on SEND were well documented nationally. The current forecast was that the high needs block was forecast to overspend by £4.3m

in 2019/20, with a medium-term view that overspend would peak at £13.3m in 2021/22. In the government spending review 2019, a further £700m of funding would be provided nationally for high needs in 2020/21, although detail was awaited on the allocation for Warwickshire. The Committee was reminded that the SEND Implementation Grant, with a current allocation of £261k over two years, was due to end in March 2020. Following a staffing restructure in Education Services, responsibility for mainstream and SEN transport had been separated. Forecast spend for SEN transport was over £9m. This was resourced from central Council funding, rather than the dedicated schools grant.

The following questions and comments were submitted by members with responses provided as indicated:

- Specialist provision in mainstream schools was a sensitive area. Reference was made to the cost saving measures in the report which would be a concern for parents of children reliant on these services. The County Council was currently an outlier in terms of the amount it spent on independent specialist provision and it was reliant on using such schools away from the county. The aim was to bring forward needs' assessments earlier and to provide appropriate services within the County. The current specialist education did vary in quality, with one school being deemed inadequate in Ofsted terms.
- Extensive research in 2014 had shown that in general, parents would prefer that their children with additional needs went to the same local school as other local children. This approach had been a key part of the Council's strategy and had been endorsed on several occasions by members. Young children having to travel long distances by taxi to specialist school provision was not helpful. There were gaps in specialist provision in Warwickshire's mainstream schools. Additionally, some of the children currently in county specialist provision, who could be taught in mainstream schools also contributed to the need to use more remote specialist provision. Through resolving this it would reduce demand on the specialist provision, provide an improved service and cost less.
- It was asked if parents from Middlemarch School could meet with members to hear their views of the specialist services provided. The Chair suggested that this be discussed further by the Chair and party spokespeople.
- Officers were asked if the support provided in mainstream schools for those with additional needs was sufficient. The Special Educational Needs co-ordinator (SENCO) resources in some of the schools were on a part time basis and these specialists had limited capacity. Officers explained the arrangements for training and professional development of these staff and it had been noted that attendance levels at such events was declining. Clear guidance was provided to schools on the requirements they should meet for those with additional needs, such as pupils with autism. This guidance was being reviewed in a co-produced way to accord with the latest national guidelines. Other points were encouraging the use of advocacy and the provision of leaflets and other information to support parents.
- Questions were submitted about performance across the system, acknowledging that there had been some improvements in the last few years. However, there were still long waiting times for children with autism or ADHD to be assessed and placed in education with appropriate support. Communication between the schools and the CAMHS/RISE service could be improved and it was perceived that there was GP capacity for assessment.

These points were acknowledged, but there was no need for a formal diagnosis, before taking action. When a pupil had been identified as having additional needs, there was a requirement for schools to use their best endeavours to make appropriate provision.

- There was a lot of work taking place across the system to develop a new strategy and offer for those with autism and their families. An outline was given of the engagement being undertaken, the need to manage demands for the RISE service and the work between health, schools and education services. In terms of diagnosis, this was provided by the specialist mental health trust, which was at capacity. Whilst this was a national issue, it was being looked at actively for Warwickshire.
- From the school's perspective if they were successful in delivering specialist education services, there were demands for additional placements, which had finance and other resource implications. Assurance was provided that schools would get the support they needed and there was a regular dialogue, particularly where they felt overburdened. Starting from a child centred/needs approach rather than services being planned within available resources was advocated. At a recent Department for Education listening event, the view expressed by many local authorities was that the current funding system wasn't fit for purpose. The aim was for every geography to have at least one specialist resource provision and a good start had been made towards this objective. Reference was also made to educational psychology and the recruitment of a specialist officer. A child centred approach was being taken, but this would vary at each school and where poor practice was identified, it was challenged.
- A question was asked about the County Council's involvement with the Trinity Catholic School in Leamington and the specialist provision at Peter's Place, which met the needs of learners with complex communication and social interaction difficulties. The County Council commissioned the specialist services and there was a programme of support for the first two years, including a specialist educational psychologist and teaching services. This was to provide development, with the leadership and management being the schools responsibility.
- A number of further concerns were raised regarding the Trinity Catholic School and particularly Peter's Place regarding a lack of teacher job descriptions, concerns about capacity, safeguarding concerns and low staff to student ratios. These issues would be investigated and the safeguarding concerns needed to be communicated clearly to officers for urgent follow up.
- Financial aspects were raised. It was uncertain how much additional funding would be received by the County Council. The anticipated national allocation was expected to be nearly £800 million. Warwickshire had previously received about one percent of the national allocation. This would address the current deficit, but not meet expected increases in demand. It was not clear if this would be annual additional funding, or a one-off amount. It was confirmed that the SEND transport costs were an additional cost. Reference was made to transport costs generally and whilst challenging, Warwickshire was better placed than many other local authorities.

Resolved

That the Children and Young People Overview and Scrutiny Committee comments on the implementation of the SEND & Inclusion Strategy, as set out above.

5. Nuneaton Education Strategy

Ian Budd, Assistant Director for Education Services and Sophie Thompson, Intervention Data and Project Management Officer presented a report on the Nuneaton Education Strategy (NES). This sought to highlight the need for a new approach in raising the aspirations and outcomes for children and young people in Nuneaton. The report 'Performance in Bedworth and Nuneaton Schools' had identified a number of concerns, with extracts being reported. Notably, Nuneaton had the lowest educational performance within the County and the lowest proportion of category A and B schools. Currently 44% of secondary school aged young people attended a school in the town judged by Ofsted to require improvement. Other points concerned the increasing pupil cohorts, the suggestion that some eligible Nuneaton families were not claiming free school meals and concerns regarding primary schools and three secondary schools in Nuneaton. Additionally, the data relating to engagement with the Youth Justice Service and teenage pregnancies were of concern.

The key focus of the NES was 'raising aspiration, working together.' A proposed multi-agency approach would have the maximum impact, using the Bradford Education Covenant as a model. That approach sought to mobilise the whole community to play a part in helping young people to succeed in life. In order to maximise opportunity to raise aspiration, linkage with the Transforming Nuneaton Programme Board and regeneration within the town were considered to be key. Three scoping meetings of key stakeholders had begun to work as 'task and finish' groups. The focus of these groups was reported. Progress reports would be provided on a termly basis to the Education Challenge Board and Warwickshire Education Strategy Board. Detailed briefings for elected members were scheduled for September and October.

The aims of local education strategies were to increase the wellbeing, aspirations and outcomes for learners. In Warwickshire this built on the evaluation of previous strategies and initiatives. The importance was stated of effective leadership, networking and collaboration, system leadership roles and sustainability, together with rich data and shared learning. An outline was given of the proposed actions to reduce the number of underperforming schools. Bespoke solutions were important both in tackling the specific issues faced and giving school leaders and staff a sense of ownership.

There were benefits for the wider school workforce where they were equipped, encouraged and successes were celebrated. It was proposed to facilitate conferences, schools working together in small groups and sharing outstanding practice that others could visit and learn from. Actions to improve educational outcomes for disadvantaged pupils included working in clusters to share effective multi-agency practice, support for tuition, working with parents and involving pupils in leadership programmes.

The following questions and comments were submitted by members with responses provided as indicated:

- There were concerns about the proportion of pupils attending schools in Bedworth, but especially in Nuneaton that required improvement.
- There had been previous meetings with Marion Plant of the Midlands Academy Trust (MAT) where several assurances had been made, but not delivered. It was considered that a further meeting should be arranged with MAT as a priority, to discuss the concerns at length and with transparency. It was questioned what else the Committee could do to pursue this.
- Officers confirmed that some Nuneaton schools were performing well and there was an opportunity to share good practice. Notwithstanding the positive collaboration work through the NES, the County Council had a duty and would intervene where governance or leadership were required and it did so both with schools and academy trusts.
- The Council didn't have statutory levers, so it worked with and through others including the government, local MPs and the regional school commissioner's office.
- A member replied that this situation had been ongoing for a number of years and needed resolution.
- Many of the concerns related to a MAT. An example was quoted where pupil performance had deteriorated from primary to secondary education. Some parents were minded to send their children to schools further afield, for example at Atherstone.
- The level of performance at some of the schools in question was poor, but still above the threshold before intervention could take place, so it was more a case of seeking to influence. There were termly 'keep in touch' meetings with academy trusts as a way of raising concerns.
- There were concerns where some pupils were performing well which masked performance overall.
- Discussion took place about the admission policy requirements and legal basis. Given that parental preference was a key principle in law, the best way to get people to use their local schools was if they were high performing and there was local confidence in them. This was a key driver for the NES.
- There were children in neighbouring in north Warwickshire villages such as Hartshill and Arley and in nearby Galley Common that went to Nuneaton schools, but there had been a lack of communication with north Warwickshire or adjacent Nuneaton borough members about the member briefings which were taking place. Officers would check the invitation list to the briefing session.
- Pupil performance at primary schools was reported as good, so attributing poor performance at secondary schools to family backgrounds wasn't appropriate.
- It was agreed as an action that Marion Plant, Chair of the MAT be asked to attend the Committee to give an update on progress and the priorities going forward. If helpful, the meeting could be held at the MAT. In addition to inviting the Chair of the MAT, it was suggested that the Regional School Commissioners Office be invited to the same meeting to advise members on the thresholds before action could be taken on poor performing schools.
- There was concern that previous assurances from the MAT had not been delivered and members needed to have a clear understanding of the issues and concerns.
- Ian Budd spoke of the roles for all including local members, to ensure that the education provision in Nuneaton was good and that perceptions were improved so people used their local schools. The Council had its own duties,

but in terms of MAT governance it could only provide advice and seek to influence, sharing concerns directly at MAT meetings, with the RSC and with central government. It is reliant on government to take formal action.

- School performance data was provided annually and it was planned to bring the latest data to the Committee as part of the annual cycle.
- The NES was welcomed especially for those parents who were reliant on using the schools that were currently failing. A concern was the recent government announcement that Lawrence Sheriff had been turned down as the provider for a new secondary school in the town, given the successes achieved in Rugby. Sharing good practice amongst schools was encouraged as was providing vocational education options. The decision about Lawrence Sheriff had actually been a motivator for senior staff at the Nuneaton schools.
- If the NES worked well, it would be rolled out across other parts of Warwickshire.
- The Teachers Representative Panel had a significant understanding of how schools operated. Sean Taylor spoke about the MAT's prescribed methods of tuition. Significant numbers of teachers had left the MAT as a result of this, affecting continuity of teacher for the pupils and there were vacancies at MAT too.
- A member spoke of his own education in Nuneaton, the drivers for learning, dependent on individual strengths, the characteristics of each area, the local challenges for each area and the needs for all children to have a good education.
- Sophie Thompson reported that the Higham Lane School in Nuneaton, judged by Ofsted to be outstanding, had undertaken reviews of practice with challenge at MAT. She added that retention of teachers was a key strand of the NES. In turn this linked to the gathering of inspirational stories to share with young people.
- The importance of teachers was stated. Where schools were in decline, good teachers tended to move elsewhere. A further strand of the NES was the effective recruitment and retention of teachers.
- The Portfolio Holder, Councillor Hayfield noted the palpable frustration amongst members at the lack of improvement in performance at the MAT. It would be helpful if Ofsted revisited poor performing schools more promptly. Most of the endeavours over recent years hadn't worked and officers shared the frustrations voiced by the committee. The NES and proposals in the report were a good way forward. Despite everything, the MAT could act independently and it had autonomy, but it was hoped they would accept the offers of others to help and intervene.
- A positive quotation was made in regard to the improvements being made at the Stockingford Primary School through the introduction of a clear reading policy.

Resolved

That the Committee:

1. Comments as set out above on the proposal to establish a multi-agency Nuneaton Education Strategy, which aligns to the wider Transforming Nuneaton Strategy.

2. Supports that this model, if successful, be rolled out in other areas of the County at a later date (to be agreed upon evaluation of the first year of the Nuneaton Education Strategy in Autumn 2020) where appropriate.
3. That a meeting is convened with the Midlands Academy Trust and the Regional School Commissioner either in Warwick or at the Trust, to further discuss the issues set out above.

6a. Questions to Cabinet Portfolio Holders and Officers

Councillor Gissane asked Councillor Hayfield for an update on the school transport issue raised at the previous meeting. The Portfolio Holder advised that the criteria had been revisited for a number of schools. School transport issues were a significant area which the Committee may wish to revisit, both for mainstream and specialist schools, in terms of cost savings targets. Ian Budd offered to share the learning in terms of transport policy changes. Providing clear communication on entitlement and the dates that applications needed to be submitted by were important aspects. The policy could not be changed fundamentally without formal consultation. There would always be some people that were just outside the area of entitlement for free school transport.

Councillor Gissane advised that some parents were not aware of the transport policy changes. Bus services were charging an annual fee of £400 and pupils could no longer use services on an ad-hoc basis. Ian Budd reiterated the plans to overhaul the information provided via the website to make it clearer.

Councillor Gilbert asked that the relationship and sex education strategy be brought to the Committee, particularly in view of the 'all about me' programme. Reference was also made to the recent workshop delivered and whether this could be repeated for the Committee. It was asked if the delivery of this education requirement was balanced and appropriate. Nigel Minns provided an update on the recent inaccurate and misleading press reporting of teacher training materials. The press article had described them as teaching materials for children, which was not the case. These materials would never be used for children. The programme was evidence-based and in accord with national guidelines, being broadly similar to the programme run successfully for the previous six years. The Council had decided to further review these resources and temporarily removed them from its website. A further briefing for members after this review would be appropriate. Councillor Gilbert spoke of the need to look at this educational tool to ensure it was not too broad, that it was delivered appropriately, consistently and at the right time. It was agreed that the item would come back to the Committee. Councillor Hayfield wanted to ensure that teachers were happy with the training materials too. It was important to get this area of teaching correct. There was a process of consultation and rigorous training for staff delivering the subject. Officers would advise when the review had been completed.

Councillor Skinner advised that a headteacher and her family had been threatened as a result of the misleading press article. Officers confirmed that there was continued support for the member of staff on a daily basis from both the Council and other agencies.

Sean Taylor asked for an update on the mental health trailblazer programme. Becky Hale understood that the trailblazer training had been delivered and she would provide a written update after the meeting. Mr Taylor also wanted to get some momentum for the workload charter, which was a way of demonstrating to staff that a school was a good place to work. There had been a number of challenges last year and as a result a low take up of the charter. The next round of the charter was due to start after the half term break and he wished to ensure that it was publicised appropriately. Ian Budd confirmed that staff wellbeing was a key aspect for the Council. The publication 'Heads Up' was for staff and any other person could sign up to it too. It contained many examples of wellbeing initiatives and shared good practice.

6b. Updates from Cabinet Portfolio Holders/Heads of Service

There were no updates

7. One Organisational Plan Quarterly Progress Report

Nigel Minns introduced this item. The One Organisational Plan (OOP) quarterly performance progress report for the period 1 April to 30 June 2019 was considered and approved by Cabinet at its meeting on 12 September 2019. That report provided an overview of progress of the key elements of the OOP, in relation to performance against key business measures (KBMs), strategic risks and workforce management. A separate financial monitoring report for the period covering both the revenue and capital budgets, reserves and delivery of the savings plan was presented and considered at the same Cabinet meeting. This report focussed on information extracted from both Cabinet reports to provide the information relevant to this Committee's remit.

A strategic context and performance commentary was provided. Of the 58 KBMs, 12 were in the remit of the committee. At the quarter one position, 75% (9) of KBMs were currently on track and achieving target and there were several measures reported where performance was of particular note. Two KBMs were not on track and behind target. However, both were projected to be improving over the next reporting period. A section of the report presented KBMs where significant good performance or areas of concern needed to be highlighted. Performance for all other measures was included in an appendix.

The relevant finance information from the Cabinet report was also provided, both for revenue and capital, detailing the performance thresholds and delivery of the 2017-20 savings plan.

The following questions and comments were submitted, with responses provided as indicated:

- Councillor Davies asked for an update on recruitment and retention of social workers and whether anything else could be done to assist with this. Nigel Minns advised that Warwickshire had the best data on social workers in the West Midlands, with the fewest agency staff and lowest number of vacancies. The turnover rate hadn't improved significantly in the last year, but was much improved on previous years. A new social worker retention strategy had been introduced recently.

- Councillor Chilvers asked about the average numbers of caseloads per social worker, which had reduced from 19.8 in June to 18.8 currently. The case volume did decrease at this time of year as newly qualified social workers commenced casework.

8. Work Programme

Members noted the work programme as submitted.

9. Any Urgent Items

The Committee recorded its thanks to Janet Purcell for her support and wished her well for the future.

8. Date of next meeting

It was noted that the next scheduled meeting would take place at 10.00 am on 24 September 2019, Shire Hall, Warwick.

The Committee rose at 12:20 p.m.

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Chair

**Children and Young People
Overview and Scrutiny Committee
28 January 2020**

Different Futures Two-Year Report

Recommendation(s)

1. That the Overview and Scrutiny Committee receives the 2018-2019 Different Futures end of year 2 Annual Report and notes the progress they have made against their respective strategic priorities

1.0 Key Issues

- 1.1 Different Futures works with birth parents who are no longer able to care for their child due to adoption or kinship care.
- 1.2 Dedicated Project Workers offer a two-year support programme, with the option to access aftercare for an extra year if that support is still required. They seek to address individual needs to improve the current situation for the clients such as vulnerable housing or homelessness, debt, mental health issues, drug and alcohol issues and employment. This is to enable clients to be able to provide care for any future children.
- 1.3 Funding initially originated from Public Health and due to the success of the project, the project coordinator and three project workers have become core funded by Warwickshire County Council.

2.0 Options and Proposal

- 2.1 The end of year 2 report provides a high-level overview of key performance data in relation to the work of Different Futures. Details of the work undertaken throughout the course of the year.

3.0 Financial Implications

- 3.1 The detailed business case undertaken in November 2016 analysed the financial costs of a child being removed into care. The figure was found to be on average then £23,191 per child per year if they were in an internal foster placement. The success at the end of Year 2 has seen the Different Futures team become a permanent project and take on a much needed third full time project worker. This will allow the project to work with more parents across the county, breaking the recurrent cycle of pregnancy and care proceedings.

- 3.2 At the end of year 1, two project workers supported 22 parents and there was an estimated a gross saving of £510,202.
- 3.3 At the end of year 2, the project supported 28 parents with project workers at full capacity and the gross saving increased to £649,348
- 3.4 As we move into a year 3, there has been the recruitment of a much needed third project worker and a projected increase of gross savings to £834, 876.
- 3.5 All the savings are cost avoidance rather than cashable savings.

4.0 Timescales associated with the decision and next steps

- 4.1 The Annual report will now be distributed across partner organisations for wider circulation

Background papers

None.

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Report Author	Marina Kitchen	marinakitchen@warwickshire.gov.uk 01926 745141
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Portfolio Holder	Cllr Jeff Morgan	jeffmorgan@warwickshire.gov.uk

Different Futures

End of Year 2

September 2019

Project Coordinator - Claire Cooke
Building 3, Saltisford Office Park, Warwick

07584 580 779

differentfutures@warwickshire.gov.uk

Why Different Futures?

About 5 years ago, a team of workers from the care system in Hackney noticed a pattern in that many of the children that had been taken into care had been removed from the same parents. They knew that after the child was taken into care, often for the same reasons as before, the birth parent would be left without any further support. The birth mother would often get pregnant again quite quickly and the destructive cycle would start again

Different Futures began as a 2 year project with the aim of breaking the cycle of recurrent care proceedings in Warwickshire and giving everybody the chance for a different future in a safe, non - judgemental environment.

We work with clients to create a plan of action, focused on making progress in the clients life in working towards their goals.

For some, this plan will help them to reduce risks and meet needs with the end goal of being a parent. Others may want to improve their situation without parenting being a consideration

2014

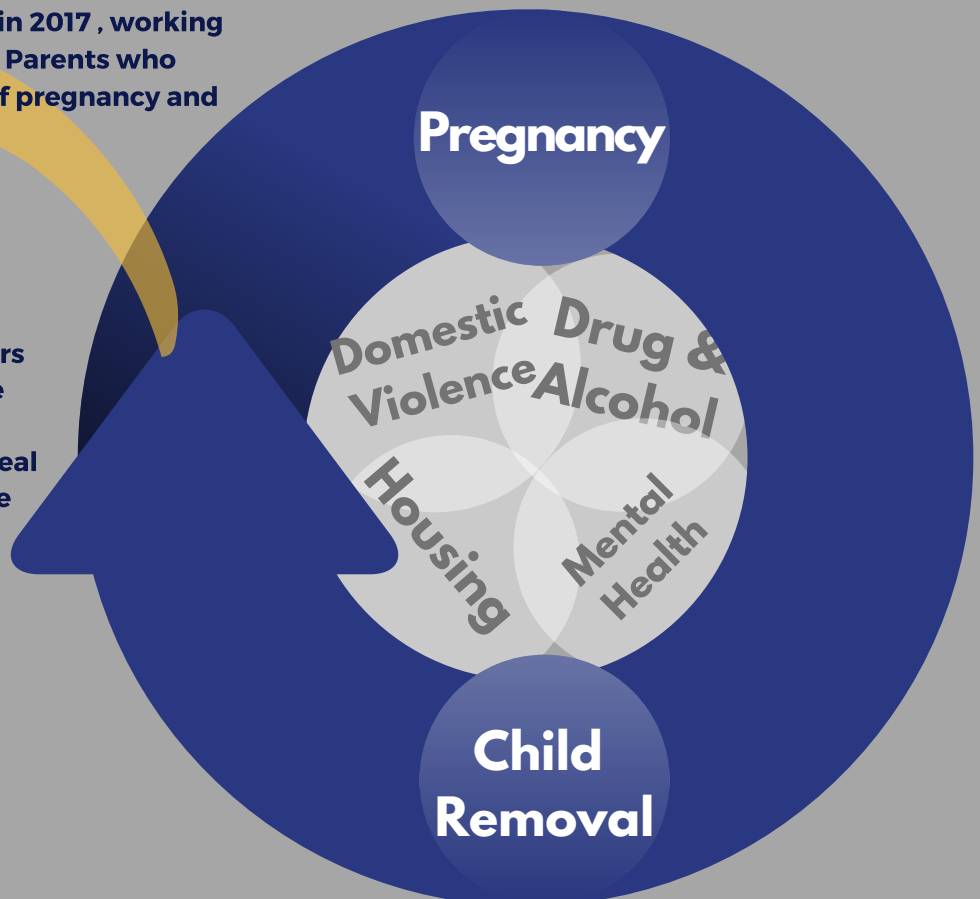
A project called 'Pause' began in Hackney to work with Birth Mothers whose children had been taken into care. Pause supported them to break the recurrent cycle of pregnancy and child removal

2017

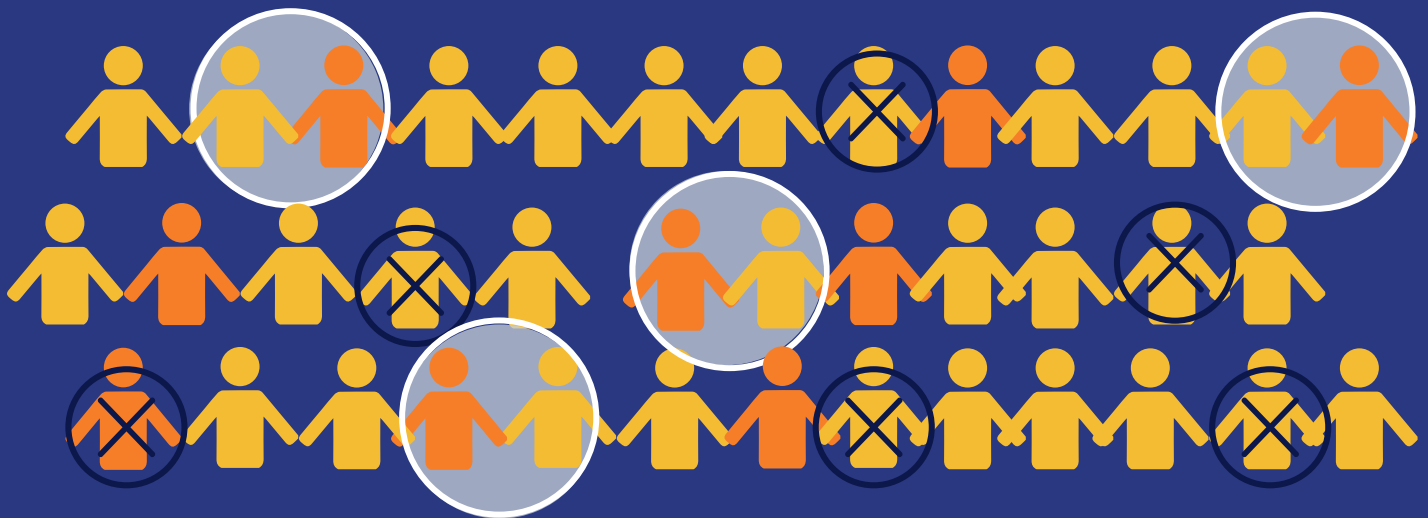
Different Futures began in 2017 , working with Warwickshire Birth Parents who are central to the cycle of pregnancy and care proceedings.

2019

Different Futures successfully works with Birth Mothers, their Partners and Birth Fathers to find a breathing space away from the recurrent pregnancies and the ordeal of going through the care system.



Our Clients at the end of Year 2



Over the course of Year 2, 35 clients have been engaged with Different Futures' Project Workers. Of those 35, 26 clients are female and 9 are male. There are 4 couples that make up the total.

19 of the 35 clients have been with the Different Futures service for over a year, so 54% of the total number. Almost half of the clients in their second year have stayed engaged for over 22 months and will be nearing the end of the project

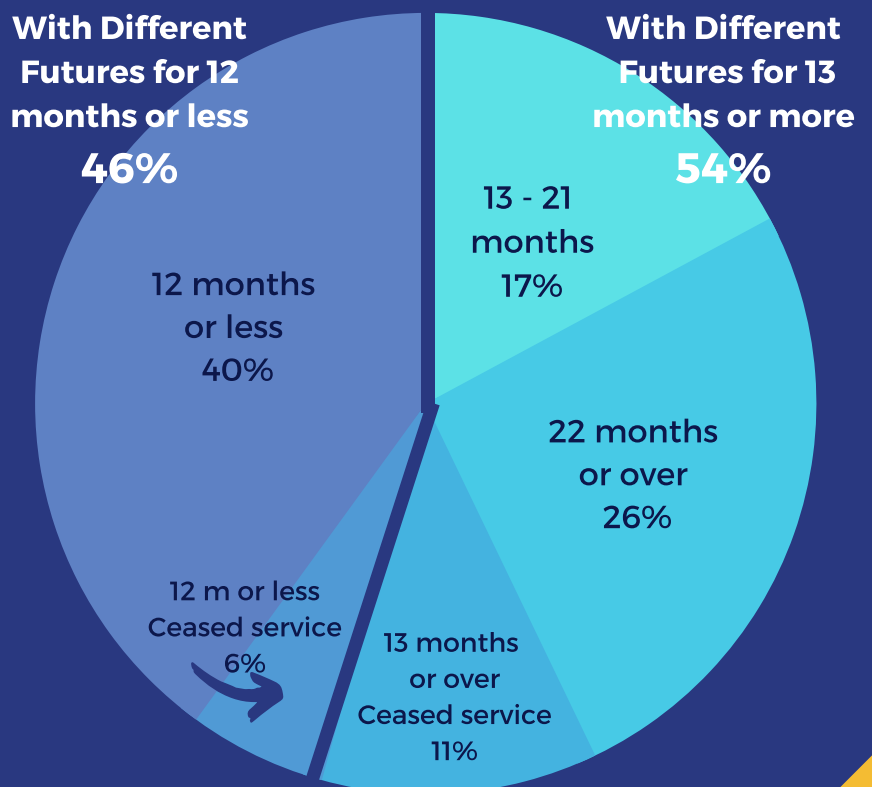
16 new clients engaged with Different Futures across the 2nd year of the project.

6 clients in total, ceased working with the project. Unfortunately 4 of the 6 had been working with Different Futures for 13 months or over, 2 had been engaged with

with Different Futures for 12 months or less. Some clients cease working with the service as they begin work with another agency such as Warwickshire Birth Family Support. Some clients have exited the programme through 'no fault', where mental health issues are a concern or where the client has felt that they are not 'in the right place' to continue. These clients are always welcome to re-engage with the service.

Some clients fully engage with Different Futures for some time and yet lose touch even after repeated attempts to contact them.

To give some perspective, Only 7 clients in total have disengaged over the 2 years and one of those 7 has returned to the service to continue their positive work



Our Clients at the end of Year 2

The 35 clients that have engaged with Different Futures over the 2 years have previously had a total of 77 children removed to permanence

There were



Births amongst the 35 clients across the 2 years of the Different Futures project.

Investing to save.

The Detailed Business Case of November 2016 analysed the financial costs of a child being removed into care. The figure was found to be £23,191 per mother per year.

The success at the end of Year 2 has seen the Different Futures team become a permanent project and take on a much needed 3rd project worker. This will allow the project to take on more clients across the county, breaking the recurrent cycle of pregnancy and care proceedings.

YEAR 3
(with 3 Project Workers)

36 Clients
3 Project Workers

£834,876

Gross savings

YEAR 1
(with 2 Project Workers)

22 Clients
2 Project Workers

£510,202

Gross savings

YEAR 2
(with 2 Project Workers)

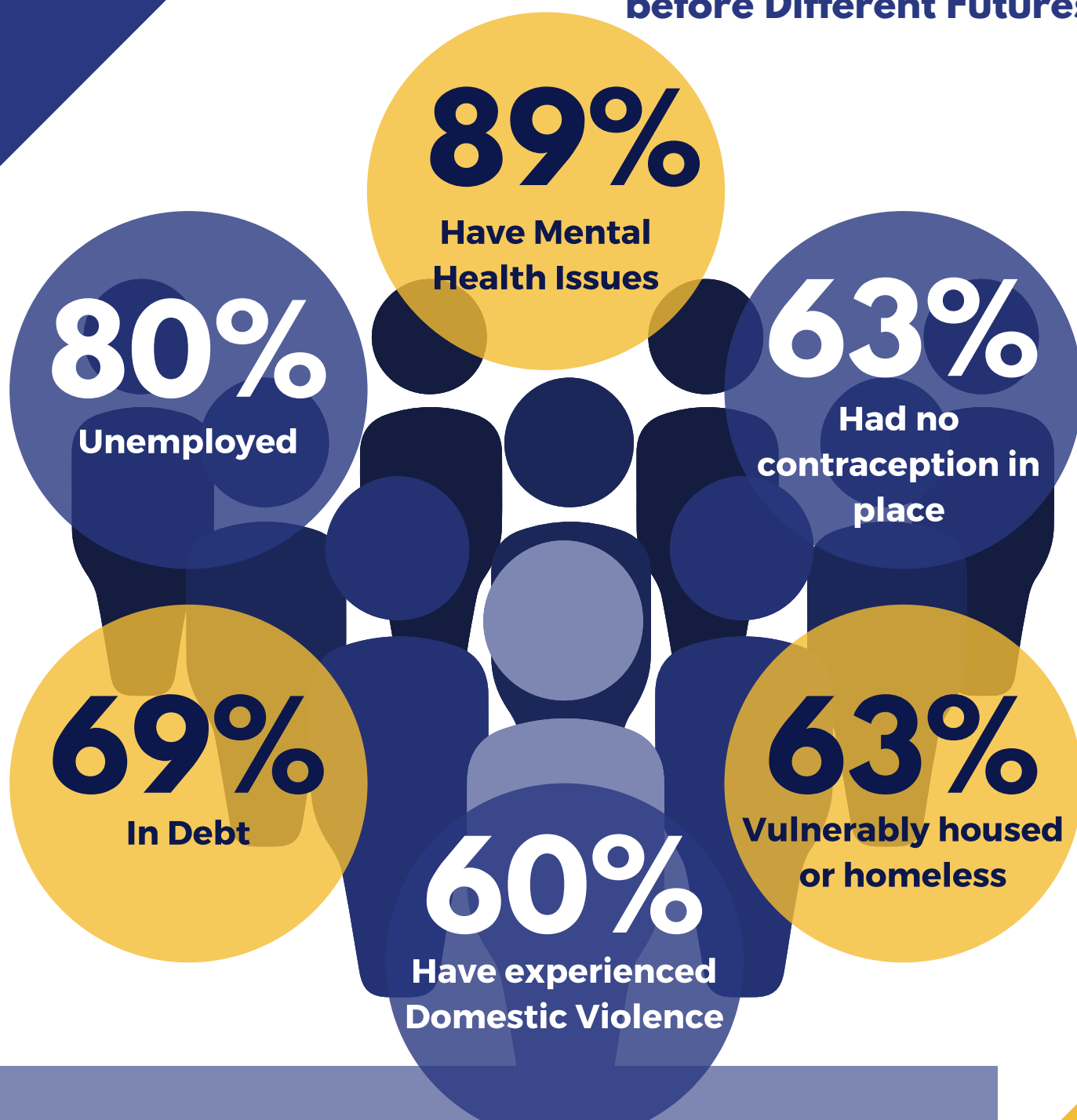
28 Clients
2 Project Workers
At full capacity

£649,348

Gross savings

Our Clients

before Different Futures



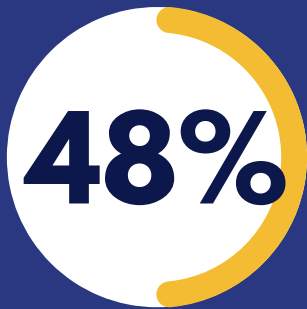
Different Futures began working with their first clients in July 2017. The project offers a 2 year intensive support programme with a year's follow up support, if needed.

Just over a quarter of the clients are coming to the end of the 2 year programme after working with their project workers to address the difficulties in their lives, reduce their risks as parents and work on their own needs.

Our Clients at the end of year 2

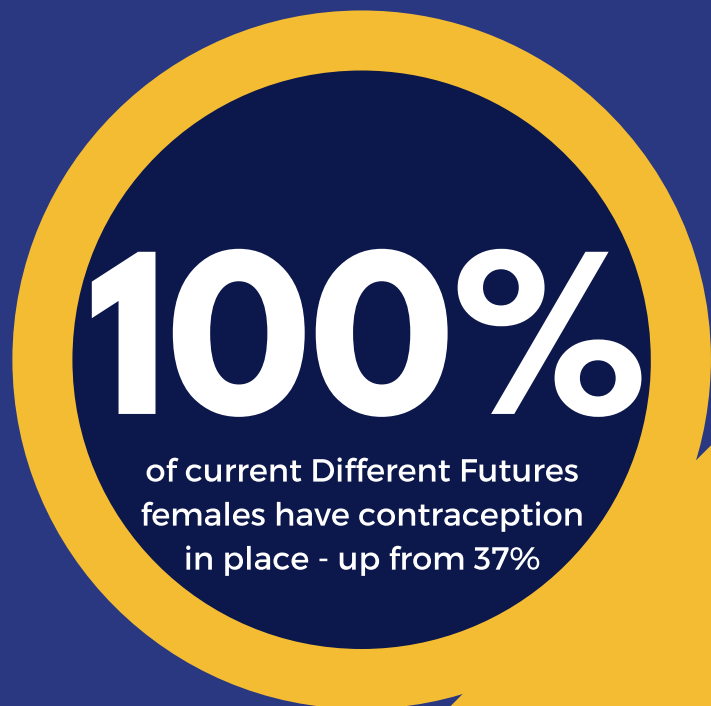
Just over half of Different Futures Clients (54%) are in or nearing the end of their second year with the project.

We will look at a general overview of the areas that our clients are working hard in and go on to compare the results against length of time in service.



Almost half of the clients that were facing Mental Health issues are in counselling

7 out of 10 clients facing Housing Issues where supported into secure accommodation



Our Clients a comparison

The progression of clients in their second year of working with Different Futures is quite evident when compared to clients that are in the first year of the project. The graph below clearly shows where the current support is having a positive effect and where the clients are facing barriers.

As can be seen from the graph below, there are over 30% more 2nd year clients in employment or training than 1st year clients - quite a substantial increase. 23% more 2nd year clients have had support through issues with debt. There is a 16% increase in the number of 2nd year clients that have Mental Health Issues being in counselling as opposed to first year clients across Year 2 of the project.

100% of Year 2 clients have contraception in place and the percentage is only lower for first year clients and as an average, because of 2 clients without contraception who have since ceased engaging with the service.

Graph to show the comparison between the percentage of clients from their first year with the project against those in their second year of Different Futures, who have been supported through different life issues

Key

- Clients who have been with the service for 12 months or less
- Total average across all 35 clients across 2 years
- Clients who have been with the service for 13 months or more



DOMESTIC ABUSE SUPPORT

Almost 2 thirds of Different Futures' clients in total have faced or are still dealing with Domestic Abuse. 43% of clients in their 1st year with the project and three quarters of clients in their second year have or still are facing Domestic Abuse. 95% of these clients also have Mental Health Issues.

A lot of the Different Futures' Project Workers' time is spent gaining the trust of clients who have no reason to trust professionals. The Domestic Abuse support that is currently available is the WINGS programme provided by Refuge. This programme requires the client to have a further support worker through Wings, however they often struggle to work with a further professional that is not necessary for them.

WINGS mainly consists of group work which is unsuitable for some of our clients. Some 1-1's are available but we have found this difficult to access at times. Some of our clients are still in a relationship with the perpetrator of the abuse and support offered to these clients seems limited through WINGS and yet they are often the most in need.

BARRIERS in Year 2



MENTAL HEALTH

A large proportion (89%) of Different Futures' clients have Mental Health issues. Almost half of these (48%) have had or are currently accessing counselling. This is a positive increase on last year where only 13% were able to access any kind of counselling or therapy.

Although this is a positive increase, Different Futures' clients often need more in depth Therapeutic Intervention that is either not available or constitutes a very long waiting list.

The Different Futures project still has no Mental Health representative sitting on our quarterly Panel to advise.

DRUG & ALCOHOL RECOVERY

Over half of Different Futures clients (54%) have Drug and/or Alcohol issues across the 2 years of the project. Of those 54% only 16% are in recovery or receiving support.

Different Futures' clients have experienced difficulties accessing CGL service appointments that are usually within the community. Home visits are usually only available through Compass and to those under the age of 25.

Positively, there is now a Recovery Coordinator available specifically for those clients who experience these issues and have lost children to permanence. We are hoping that this new Recovery Coordinator will be able to increase the number of Different Futures' clients who access the service and begin the road to recovery.

Working towards a Different Future

Different Futures began as a 2 year project. The success of the first 2 years has resulted in the project becoming permanent.

It has been a positive step for Different Futures in that CGL has recognised the need for a Recovery Coordinator who can work specifically with those that have lost children and help tailor the support to our clients.

The support that we receive from all of the agencies that are involved with Different Futures is always positive and means that we can help our clients with a wide range of needs.

The Different Futures Project Coordinator has been working on a Pre-Pregnancy Assessment (PPA) that clients can use after they have finished working with Different Futures. The PPA will show the positive changes and if necessary any outstanding work, which would help to inform any Pre-Birth assessments in the future. We are currently going through this process for the first time with a couple who have finished the 2 years and wish to go on to parent future children.

Supporting the steps towards a Different Future

We couldn't do this without the commitment of our partners;

Adoption Central England

Recovery & Wellbeing ACADEMY

cgl change, grow, live

citizens advice bureau

TRANSFORMING HEALTH & SOCIAL CARE

Compass

Nuneaton & Bedworth
United to Achieve

Refuge
For women and children.
Against domestic violence.

Department for Work & Pensions

mind Coventry and Warwickshire
for better mental health

p.h.i.l. preventing homelessness improving lives

P3

PEOPLE POTENTIAL POSSIBILITIES

Children and Young People Overview and Scrutiny Committee 28 January 2020

Updated Children's Transformation Programme

1. Recommendation(s)

That the Committee notes the report and accompanying presentation.

2. Executive Summary

Documents shared for 26th November 2019, amendment on slide 15 in response to comments about embedding the restorative practice. Information included on:

- Restorative Practice
- Programme Management for Cultural Change
- Restorative Approaches
- Costs and Benefits
- Next steps

3. Financial Implications

These have been approved already and included in the presentation.

4. Environmental Implications

None.

5. Supporting Information

This is for information only to improve understanding of restorative practice in Warwickshire Children and Families.

Appendices

1. Presentation (including pdf version)

	Name	Contact Information
Report Author	Jo Davies	jodavies@warwickshire.gov.uk
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Lead Member	Portfolio Holder for Children's Services	jeffmorgan@warwickshire.gov.uk

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Children and Young People Overview and Scrutiny Committee

28 January 2020

Closing the Gap Update

Recommendation(s)

1. That the Children and Young People Overview and Scrutiny Committee considers the report and the initiatives being taken to close the attainment gap between disadvantaged and non-disadvantaged pupils in Warwickshire and makes appropriate recommendations.

1.0 Key Issues

- 1.1 Warwickshire is an academically high achieving county at key stage 4 but reflects the national pattern that disadvantaged pupils perform below the non-disadvantaged group.
- 1.2 This situation remains unchanged despite the wide variety of initiatives the County has undertaken.
- 1.3 The Education Policy Institute reported in the summer that (nationally) disadvantaged pupils are on average 18 months behind the rest of the class in academic achievement by the age of 16. At the current rate it will take 500 years to close the gap. For the first time in several years, the gap between poorer pupils and their peers at GCSE has stopped closing. David Laws, Education Policy Institute chairman and former education minister, said: 'Recent progress on narrowing the education gap between poor children and the rest has ground to a halt'. This is despite considerable investment and targeted intervention programmes by the government.
- 1.4 The Closing the Gap project was established in January 2015 in response to the challenge of closing the attainment gap between disadvantaged pupils¹ and their peers in Warwickshire.

¹ Disadvantaged pupils are identified as those eligible for pupil premium. The pupil premium is additional funding provided to enhance the education of students entitled to free school meals, those who have ever been entitled to free school meals over the last six years, adopted, children looked after or children of parents in the armed forces/services.

1.4 Table 1: Warwickshire disadvantaged attainment gap in Early Years Foundation Stage, Key Stage 2 and Key Stage 4, 2014-2018

Performance measure	2014 size of gap	2015 size of gap	2016 size of gap	2017 size of gap	2018 Size of gap
Early Years Foundation Stage – Good Level of Development	-25	-20	-20	-15	-17
Key Stage 2, expected standard for combined reading, writing and maths	-18	-20	-23	-26	-24
Key Stage 4, GCSE in English & maths at grade A-C or 5	-30	-29	-30	-26*	-28

*Strong pass/grade 5

Latest disadvantaged data available is for 2018². The table above shows the gap has increased for the first time at EYFS from -15 percentage points to -17. The gap decreased at key stage 2 from -26 percentage points to -24 but is still larger than gaps for the 3 years before that. The gap increased at Key Stage 4 from -26 percentage points to -28. This gap has remained stubbornly large.

- 1.5 The Closing the Gap project was reviewed in summer 2018 to evaluate the progress made. The Closing the Gap Board concluded that the impact of the work cannot be measured with headline data because of ongoing changes in assessments across all key stages. However, it was acknowledged that without the work of the project board the gaps may be larger.

2.0 Options and Proposal

- 2.1 Through monitoring the progress of work across the County Council, the Closing the Gap Board aims to reduce the gap in attainment for disadvantaged pupils in Warwickshire compared to national non-disadvantaged pupils.
- 2.2 Research shows disadvantaged learners often face multiple barriers. This means the work across the County Council impacts on these young people. The board monitors progress in the following areas:

Strand of work	Link or impact on disadvantage	Specific work/projects
School Improvement	The most important school-level factor in raising attainment for disadvantaged pupils is	<ul style="list-style-type: none"> Strategic School Improvement Fund 1 Project

² 2019 disadvantaged data will be available from January 2020

	ensuring that high quality teaching together with strong leadership are in place in the schools with the highest numbers of disadvantaged.	<ul style="list-style-type: none"> • Education Challenge Board, Teaching School and Capacity Board and Area Analysis Groups • Reduce the number of category C & D schools in Warwickshire • Nuneaton Education Strategy • WISSSP (Warwickshire improving SEND and SEMH in Schools Project)
SEND and Inclusion	Children with special educational needs and disability (SEND) are more likely to experience poverty than others.	<ul style="list-style-type: none"> • WISSSP (Warwickshire improving SEND and SEMH in Schools Project) • Promoting WInCKS
Economy and Skills	Children eligible for FSM when they are at school are 23% less likely to be in sustained employment at the age of 27 compared to their peers ³ .	<ul style="list-style-type: none"> • We will work with the Apprenticeship Board to develop a guaranteed interview for previously FSM pupils
Public Health	Children identified with behavioural, emotional, or social difficulties are significantly more likely to come from a socio-economically disadvantaged background than children without special learning needs.	<ul style="list-style-type: none"> • Early Years Health Checks • NHS Trailblazer Mental Health • Transforming Care Project • Year of Wellbeing (CSW Sport) • W-code project
Education Entitlement Team	Pupils have to be in school and able to pay attention before they can access learning. There are large gaps nationally between the attendance of disadvantaged and not disadvantaged.	<ul style="list-style-type: none"> • Increase attendance of disadvantaged pupils • Reduce fixed term and permanent exclusions for disadvantaged pupils • Ethical Inclusion Project
Children Looked After (CLA)	Many CLA have complex needs and may exhibit the most challenging behaviours. An awareness and understanding of the complex issues these	<ul style="list-style-type: none"> • Attachment- aware schools • Training for Designated Teachers • Raise awareness of enrichment opportunities for CLA

3

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730977/FSM_and_SEND_outcomes-statistics.pdf

	<p>children face in an educational setting is essential.</p> <p>CLA often lack experiences and access to enrichment opportunities, and reduced engagement in education. There is a link between education attainment and extra curricula activity that enhances resilience, self-efficacy and emotional and social skills.</p>	
School Governance	Governing boards have a major responsibility in holding school leaders to account for the spending of pupil premium and, in particular, for its impact.	<ul style="list-style-type: none"> • Governance training
Poverty Strategy	There is a correlation between schools with the lowest number of pupils securing good outcomes and schools with greatest number of disadvantaged. Children who are hungry are not able to focus, so they have a low attention span, behavioural issues, discipline issues in the school. Prolonged exposure to lack of food ultimately results in children working below age related expectations.	<ul style="list-style-type: none"> • Increase take up of FSM • Continue to pursue automated FSM enrolment
Widening Participation in HE	Young people who were in receipt of Free School Meals aged 15 are significantly less likely to enter Higher Education by age 19.	<ul style="list-style-type: none"> • The National Collaborative Outreach • Programme Enhancing Academic Attainment Project
Early Years	Development gaps between disadvantaged children and their peers are particularly pronounced and have a profound impact later in life. High quality early education starting at age 2 can have an impact on long-term social mobility	<ul style="list-style-type: none"> • Support the quality of practice in Early Years provision to improve the outcomes of disadvantaged children • Promoting WInCKS

- 2.3 The Closing the Gap Board is the key strategic driver to reduce the attainment gap between Warwickshire disadvantaged pupils and national non-disadvantaged pupils. It focuses less on individual strands of work and more on giving a strategic oversight of the work across the County Council.
- 2.4 The Closing the Gap board’s objective is to ensure support for disadvantaged pupils remains a key priority and has a high profile across the work of the County Council.
- 2.5 Warwickshire Education Strategy sets out four key challenges - WE1: Early years, WE2: An Empowering Curriculum, WE3: Family of Schools, WE4 Employability.

Closing the Gap is included in WE2 where the challenge is to ‘promote a broad, empowering and creative curriculum, focusing on times of transition and prioritising vulnerable groups’ and specifically:

WE2(b) The gaps between the achievements of learners eligible for Pupil Premium and those of their peers will narrow, particularly at age 11 and 16’.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it extra support to catch up. We will check on this every November from 2019 to 2023.

3.0 Financial Implications

- 3.1 No additional revenue funding is anticipated at this stage in support of this issue.

Opportunities to bid for funding will be maximised where appropriate.

4.0 Timescales associated with the decision and next steps

- 4.1 No decision required.

Background papers

- 1. Warwickshire Education Strategy WE2(b) Closing the Gap, Summary Delivery Plan 2018-2023

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Report Author	Sophie Thompson	sophiethompson@warwickshire.gov.uk Tel: 01926 746961
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Strategic Director	Mark Ryder	markryder@warwickshire.gov.uk
Portfolio Holder	Cllr Colin Hayfield	colinhayfield@warwickshire.gov.uk

The report was circulated to the following members prior to publication:

Local Member(s): None

Other members: Cllrs Colin Hayfield, Yousef Dahmash, Pam Williams, Corinne Davies, Jonathan Chilvers, Dominic Skinner



Warwickshire Education Strategy

WE2 (b) Closing the Gap

Summary Delivery Plan 2018-2023

1. Overview

Warwickshire Education Strategy sets out four key challenges - WE1: Early years, WE2: An Empowering Curriculum, WE3: Family of Schools, WE4 Employability. Closing the Gap is included in WE2 where the challenge is to 'promote a broad, empowering and creative curriculum, focusing on times of transition and prioritising vulnerable groups' and specifically:

WE2(b) The gaps between the achievements of learners eligible for Pupil Premium and those of their peers will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it extra support to catch up. We will check on this every November from 2019 to 2023.

The Closing the Gap Board focuses on Warwickshire Education Strategy priority WE2(b).

The Closing the Gap Board is the key strategic driver to reduce the attainment gap between Warwickshire disadvantaged pupils and national non-disadvantaged pupils. It focuses less on individual strands of work and more on giving a strategic oversight of the work across the County Council.

2. Gap performance data

Warwickshire is an academically high achieving county at Key Stage 4 but disadvantaged pupils perform below the national non-disadvantaged group.

The latest national disadvantaged data available is for 2017. The following table shows Warwickshire disadvantaged pupils in EYFSP and Year 1 phonics perform just above the national disadvantaged group. From this point onwards however, disadvantaged pupil attainment starts to fall away from national levels and gaps start to increase. The gap at secondary has remained stubbornly large.



Table 1: Performance of disadvantaged pupils in headline performance measures, Warwickshire and National, 2017-2018

Disadvantaged Pupils (D = Disadvantaged, O = Other, A = All)			2017			2018		
Key Stage	Measure	Area	D	O	A	D	O	A
EYFSP	% achieving a GLD	Warwickshire	58	74	73	56	75	72
		National	56	73	71	57	73	72
Y1 Phonics	% working at the required level	Warwickshire	69	84	82	70	86	84
		National	68	83	81	72	85	82
KS1	% achieving the Expected Standard in RWM	Warwickshire	46	69	66	50	70	67
		National	49	68	64	n/a	n/a	65
KS2	% achieving the Expected Standard in RWM	Warwickshire	42	68	62	47	72	67
		National	48	68	61	51	71	64
KS4	% achieving a Strong Pass in E&M	Warwickshire	24	54	48	22	56	48
		National	25	50	43	25	50	43
	Average Attainment 8 Score	Warwickshire	36.7	51.8	49.0	34.8	52.6	49.4
		National	37.1	49.9	46.4	36.8	50.3	46.6
	Average Progress 8 Score	Warwickshire	-0.45	0.17	0.06	-0.54	0.19	0.06
		National	-0.40	0.11	-0.03	-0.44	0.13	-0.02

3. Key Priorities

- Closing the gap for disadvantaged pupils at all phases
- Closing the gap between outcomes for pupils in different parts of the county

4. Contributory areas

Research shows disadvantaged learners often face multiple barriers. This means the work across the county council impacts on these young people. The board monitors progress in the following areas:

Strand of work	Link or impact on disadvantage	Specific work/projects
School Improvement	The most important school-level factor in raising attainment for disadvantaged pupils is ensuring that high quality teaching together with strong leadership are in place in the schools with the highest numbers of disadvantaged.	<ul style="list-style-type: none"> • Strategic School Improvement Fund 1 Project • Education Challenge Board, Teaching School and Capacity Board and Area Analysis Groups • Reduce the number of category C & D schools in Warwickshire • Nuneaton Education Strategy • WISSSP (Warwickshire Improving SEND and SEMH in Schools Project)



SEND and Inclusion	Children with special educational needs and disability (SEND) are more likely to experience poverty than others.	<ul style="list-style-type: none"> • WISSSP (Warwickshire Improving SEND and SEMH in Schools Project) • Promoting WInCKS
Economy and Skills	Children eligible for FSM when they are at school are 23% less likely to be in sustained employment at the age of 27 compared to their peers ¹ .	<ul style="list-style-type: none"> • We will work with the Apprenticeship Board to develop a guaranteed interview for previously FSM pupils
Public Health	Children identified with behavioural, emotional, or social difficulties are significantly more likely to come from a socio-economically disadvantaged background than children without special learning needs.	<ul style="list-style-type: none"> • Early Years Health Checks • NHS Trailblazer Obesity Strategy • NHS Trailblazer Mental Health • Transforming Care Project • Year of Wellbeing (CSW Sport)
Education Entitlement Team	Pupils have to be in school and able to pay attention before they can access learning. There are large gaps nationally between the attendance of disadvantaged and not disadvantaged.	<ul style="list-style-type: none"> • Increase attendance of disadvantaged pupils • Reduce fixed term and permanent exclusions for disadvantaged pupils • Ethical Inclusion Project • W-code project
Children Looked After (CLA)	<p>Many CLA have complex needs and may exhibit the most challenging behaviours. An awareness and understanding of the complex issues these children face in an educational setting is essential.</p> <p>CLA often lack experiences and access to enrichment opportunities, and reduced engagement in education. There is a link between education attainment and extra curricula activity that enhances resilience, self-efficacy and emotional and social skills.</p>	<ul style="list-style-type: none"> • Attachment aware schools • Training for Designated Teachers • Raise awareness of enrichment opportunities for CLA
School Governance	Governing boards have a major responsibility in holding school leaders to account for the spending of pupil premium and, in particular, for its impact.	<ul style="list-style-type: none"> • Governance training
Poverty Strategy	There is a correlation between schools with the lowest number of pupils securing good outcomes and schools with greatest number of disadvantaged. Children who are hungry are not able to focus, so they have a low attention span, behavioural issues, discipline issues in the school. Prolonged exposure to lack of food ultimately results in children working below age related expectations.	<ul style="list-style-type: none"> • Increase take up of FSM • Continue to pursue automated FSM enrolment
Widening Participation in HE	Young people who were in receipt of Free School Meals aged 15 are significantly less likely to enter Higher Education by age 19.	<ul style="list-style-type: none"> • The National Collaborative Outreach • Programme Enhancing Academic Attainment Project

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730977/FSM_and_SEND_outcomes-statistics.pdf



Early Years	Development gaps between disadvantaged children and their peers are particularly pronounced and have a profound impact later in life. High quality early education starting at age 2 can have an impact on long-term social mobility	<ul style="list-style-type: none"> Support the quality of practice in Early Years provision to improve the outcomes of disadvantaged children Promoting WInCKS
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5. The Closing the Gap Board aims, objectives and targets

5.1 Aim:

Through monitoring the progress of work across the County Council, the Closing the Gap Board aims to reduce the gap in attainment for disadvantaged pupils in Warwickshire compared to national non- disadvantaged pupils.

5.2 Objective:

To ensure support for disadvantaged pupils remains a key priority and has a high profile across the work of the County Council.

5.3 Outcomes/Targets:

We will close the attainment gap between Warwickshire disadvantaged and national non-disadvantaged pupils by 2023 to:

Performance measure	Baseline Gap in 2017	Target Gap in 2023
EYFSP Good level of development	-15 percentage points	-5 percentage points
Year 1 phonics	-15 percentage points	-5 percentage points
Key stage 1 combined reading, writing and maths	-22 percentage points	-12 percentage points
Key stage 2 combined reading, writing and maths	-26 percentage point	-16 percentage points
Progress 8	-0.56	0
Attainment 8	-13.2	0

6. Membership Closing the Gap Board comprises:

Name	Position	Role within the Board/Lead area
Ian Budd	Assistant Director, Education Services	Chair
External members		
Cllr Colin Hayfield	Cabinet Portfolio Holder Education & Learning	
Joy Mitchell	Headteacher, North Leamington School	Secondary Headteacher rep
Julie Forshev	Headteacher, Nathaniel Newton	Primary Headteacher rep
Matthew Pike	Headteacher, Discovery Academy	Special School rep



Louise Ball	Director of Schools, Re-Engagement & SEND, Warwickshire College	FE College rep
Amanda King,	Executive Head of Centre: Bedworth Heath & Atherstone Maintained Nursery Schools & Warwickshire Teaching School Alliance	EYFS rep
Paul Blagburn	Head of Widening Participation, University of Warwick	Higher Education rep
Internal members		
Hayley Good	Strategic Lead, Learning and Performance	School Improvement
Margot Brown	Senior Learning School Improvement Advisor	School Improvement
Sarah Tregaskis	Schools and Settings Partnership Manager	Secondary and Post 16
Julie Robottom	Commissioning Intelligence Manager	Data
Sue Casey	School Governance Manager	School Governance
Deena Moorey	Headteacher Virtual School	Children Looked After
Jan Lennon	Family Learning Programme Manager, Adult and Community Learning	Family Learning
Marina Kitchen	Service Manager for Early Help & Targeted Support, MASH and Initial Response	Children and Families Service
Sarah Dalli	Children Missing their Educational Entitlement Project Lead	Attendance and exclusions
Amy Taylor	Lead Officer Transfer Round 11+ Testing Appeals	School Admissions
Ross Caws	Warwickshire SEND Board Development Manager	Special Education Needs and Disabilities
Kate Sahota	Commissioning Lead, Children's Public Health	Public Health
Sophie Thompson	Intervention, Data and Project Management Officer	Project manager

The project board meets 4 times a year.

7. Resources

There is no direct funding.

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Children and Young People Overview and Scrutiny Committee 28 January 2020

Work Programme

Recommendation

That the Committee reviews its work programme for 2019/20.

1.0 Background

1.1 This Committee's remit is:

'To review and/or scrutinise the provision of public services in Warwickshire relating to education and skills, services for children and young people including schools, 16-19 years education, pre-school children, child protection, family support and social care, children with specific needs and the youth service.'

2.0 Role of the Committee

2.1 The Council's Constitution sets out the overall purpose of overview and scrutiny which is to 'assist the council to achieve its corporate aims and objectives and deliver positive outcomes for local people.' The general powers of Overview and Scrutiny Committees (Part 2 Section 8) in summary are to:

- (i) Assist the Council and Cabinet in the development of policy;
- (ii) Review/scrutinise decisions already made
- (iii) Make reports/recommendations (usually to the Cabinet)
- (iv) Question Cabinet Portfolio Holders about issues within the Committee's remit.

3.0 Format of the agendas

3.1 The Committee has agreed that each meeting should focus on one or two items in detail as a way of ensuring effective scrutiny. This has meant reducing the number of annual and progress reports, but the information will continue to be circulated as briefing or information items.

3.2 The use of briefing notes, circulated outside of the meeting, has provided a way of answering specific questions raised at meetings and updating members on progress in key areas. Members can also use the information to form a view on whether there are any areas they consider warrant detailed scrutiny and that should be included as an item in the Committee's work programme.

3.3 Circulated ahead of this meeting were briefings containing the annual reports of the Multi Agency Safeguarding Hub and that relating to Child Exploitation and Missing Children.

3.4 As part of the Chair and group spokespersons meeting held on 6 January, it was agreed to add further capacity by introducing pre-committee briefing sessions. These will be arranged as and when required, typically commencing at 9.30am, with the formal committee meeting then starting at 10.30am. The briefing ahead of this meeting was used to demonstrate a new performance dashboard and for a meeting between members of the Committee and social workers.

4.0 Current Work Programme

4.1 The work programme has been updated following discussion between the Chair and group spokespersons, held on 6 January. The Committee is invited to consider the attached programme and to suggest items they would like considered for inclusion in the work programme from November onwards.

5.0 Dates of Future Meetings

5.1 The date of next meeting of the Committee is 10.00 am on 28 April 2020.

6.0 Background Papers

None

	Name	Contact Information
Report Author	Paul Spencer	paulspencer@warwickshire.gov.uk
Assistant Director	Sarah Duxbury	
Strategic Director	Rob Powell	

The report was circulated to the following members prior to publication:

Local Member(s): None

Other members: Councillors Yousef Dahmash and Pam Williams.

**Children and Young People Overview and Scrutiny Committee
Work Programme 2019/20**

Item	Report /Briefing detail	Date of last Report	Date of meeting
Service updates and Questions to Portfolio Holders	The report lists any briefings or service update papers circulated for information (see below) and any items listed in the Council's forward plan for future decision by Cabinet or a Cabinet member. The Committee can ask questions on these or anything within the remit of the portfolio holders/committee.		Every meeting
One Organisational Plan Quarterly Performance	To consider the 2019/20 quarterly progress report. The quarter two report was circulated by email on 14 November. For Q3 there is a different reporting framework and it is proposed to offer a brief demonstration of the new dashboard, immediately prior to the 28 January committee meeting.		Every meeting
Different Futures - Two Year Report	Different Futures supports parents who have had multiple children removed from their care. This is part of our strategy to reduce the need for children to be in care. The report is to update members on the progress and outcomes for parents and children. <i>(Marina Kitchen/Dave Jones)</i>		28 January 2020
Update Children's Social Care Cultural Change	A presentation on the cultural change occurring in Children's Social Care. Information about the restorative practice and new pathway to change assessment. <i>(Jo Davies)</i>		28 January 2020
Closing the Gap	Update on the Closing the Gap Board and revised delivery plan including report on the £500k DfE Strategic School Improvement Fund bid 'narrowing the gap in Warwickshire' Sept 17 to July 19. <i>Sophie Thompson.</i>		28 January 2020

**Children and Young People Overview and Scrutiny Committee
Work Programme 2019/20**

Item	Report /Briefing detail	Date of last Report	Date of meeting
Annual Report CSE, Missing Children, Trafficking	This annual report was circulated separately as an information item. The CSE, Missing and Trafficking Strategy is being updated to include county lines and criminal exploitation. This is a partner strategy owned by Local Safeguarding Children Board. <i>(John Coleman / Sally Nash)</i>	25 September 2018	28 January 2020
MASH Annual Report	This annual report was circulated separately as an information item. Annual report. <i>(John Coleman /Marina Kitchen)</i>	13 November 2018	28 January 2020
School Budget Deficits	Council on 21 May 2019 requested the Cabinet PH produce a report to the Committee showing how the Council will support the County maintained schools currently in budget deficit (or potentially in deficit in the near future). The report to include consideration of how financial support might be offered to such schools. (Members also suggested that the report include academies and have representatives from schools to give their views).		11 February 2020
Educational Attainment	The Committee has agreed to 'review challenges identified in the report to the Committee on 15 January and what action can be taken to drive improved performance in coasting schools and to address the issue of performance of vulnerable groups. The Committee will receive a report on educational attainment for 2019 if available. <i>Report Author?</i>	15 January 2019	11 February 2020
Educational Attainment (Annual report)	Achievement of young people and children in National Tests. <i>Report Author?</i>	15 January 2019	11 February 2020

**Children and Young People Overview and Scrutiny Committee
Work Programme 2019/20**

Item	Report /Briefing detail	Date of last Report	Date of meeting
Review of Care Leaver Offer (including update re House Project)	There is a statutory duty for the local authority to produce a local offer for care leavers and review this annually. Members agreement to the updated offer is sought as well as hearing about the impact of the offer to date from care leavers and how the House Project has improved outcomes for care leavers. <i>(Sharon Shaw)</i>		11 February 2020
Updated Children's Transformation Programme	Update regarding Children's Transformation programme and revised plan. Including spending of DfE grants and other funding which is being invested in new early help projects such as Youth Community Fund £1.0m, Strengthening Families. Protecting Children programme and Safeguarding Families Programme. Agreed in consultation with the Chair to defer to the April meeting <i>(Jo Davies)</i>		28 April 2020
Young People's Participation and Engagement Strategy	The Committee in March 2019 agreed that clear milestones to be identified from the Participation and Engagement Strategy 2019-2023 and progress of the action plan reported back on a 6-monthly basis. <i>(Jenny Bevan & Shinderpaul Bhangal)</i>	12 March 2019	28 April 2020
Education Strategy Annual Review of Delivery Plan	Progress report	12 March 2019	28 April 2020
One Organisational Plan 2019/20 Quarterly Performance	Quarter 3 report	12 March 2019	28 April 2020

**Children and Young People Overview and Scrutiny Committee
Work Programme 2019/20**

Item	Report /Briefing detail	Date of last Report	Date of meeting
Youth Parliament	Youth Parliament to give an overview of their work/what achieved over the previous year and priorities going forward. <i>Report Author?</i>	12 March 2019	28 April 2020
Participation and Engagement Strategy	Annual report to Committee from young people on progress against the themes in the Strategy. <i>Report Author?</i>	12 March 2019	28 April 2020
Future items			
School Sufficiency Strategy <i>Bern Timings</i>	Members noted at Council on 26 July 2018 that area briefings were to be held for public to explain and get feedback on future planning of school places. (<i>The first of these was in North Warwickshire on 5 November 2018</i>).There is a potential at the end of that area briefing and information gathering process for a scrutiny (possibly select committee).	N/A	To be allocated
Self Harm TFG	This is being established. The exact programme of work and deadline for reporting back to Committee to be confirmed.		

**Children and Young People Overview and Scrutiny Committee
Work Programme 2019/20**

Subject	Requested Briefings	Date Raised	Date Provided
Trail Blazer Project	At the last Children and Young People OSC held on 24 September 2019, an update was requested on the trailblazer project. Becky Hale provided a written update, which was circulated to the committee.	24/09/19	10/10/19
Briefing - numbers of SEND pupils	The Chair asked for data on the increases in numbers of SEND pupils across the spectrum over the last one, three and five-year periods. Ian Budd offered to provide a briefing by definition.	02/09/19	
Briefing - WCC SEND policy and strategies	The Chair asked for more background on the WCC strategies. These were assessed against the ISOS partnership guidance, a specialist body which was doing a lot of research into support for young people with special educational needs and disability, and effective alternative provision. Ian Budd offered to provide a briefing	02/09/19	

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