

Minutes

CHILDREN, YOUNG PEOPLE AND LEARNING POLICY OVERVIEW COMMITTEE

16 March 2016

Meeting held at Committee Room 5 - Civic Centre,
High Street, Uxbridge UB8 1UW



	<p>Committee Members Present: Councillors Jane Palmer (Chairman), Nick Denys (Vice-Chairman), Teji Barnes, Duncan Flynn, Ray Graham, Becky Haggar, Peter Money, John Morse and Jan Sweeting (Labour Lead) and Mr Tony Little.</p> <p>LBH Officers Present: Dan Kennedy, Head of Business Performance, Policy and Standards Laurie Baker, Education Services - Manager Strategy and Quality Naveed Mohammed, Service Manager Business Performance Belinda Hearn, LBH Early Intervention and Prevention, Key Working Service Tom Murphy, Head of Early Intervention and Prevention Laura Palmer, School Placement and Admissions Team Manager Charles Francis, Democratic Services Officer</p> <p>Also Present: Elizabeth Horrigan, Headteacher, Harlington School Ann Bowen-Breslin, Head Teacher at Hillingdon Primary School. Taneesha Morris, Pastoral Care Manager at Hillingdon Primary School</p>
	<p>APOLOGIES FOR ABSENCE (<i>Agenda Item 1</i>)</p> <p>Apologies for absence were received from Councillor Duducu and Councillor Eginton Councillors Graham and Morse acted as substitutes.</p>
	<p>DECLARATIONS OF INTEREST IN MATTERS COMING BEFORE THE MEETING (<i>Agenda Item 2</i>)</p> <p>Cllr. Becky Haggar declared a non-pecuniary interest in agenda item number 5, the Major Review Witness Session. This was due to personal family circumstances. Cllr. Haggar left the room while the item was discussed.</p>
	<p>TO CONFIRM THAT ITEMS OF BUSINESS MARKED PART 1 WILL BE CONSIDERED IN PUBLIC AND THAT THE ITEMS MARKED PART 2 WILL BE CONSIDERED IN PRIVATE (<i>Agenda Item 3</i>)</p> <p>It was agreed that all items were Part I and would be discussed in public.</p>
	<p>TO AGREE THE MINUTES OF THE MEETING HELD ON 17 FEBRUARY 2016 (<i>Agenda Item 4</i>)</p> <p>RESOLVED: That the minutes of the meeting held on 17 February 2016 be agreed as a correct record.</p>

SINGLE MEETING REVIEW - SUPPORTING EDUCATIONAL ASPIRATION FOR DISADVANTAGED CHILDREN (*Agenda Item 5*)

The Head of Business Performance, Policy and Standards drew the Committee's attention to the terms of reference for the review and the following points were noted:

- Government figures showed that children from disadvantaged backgrounds were far less likely to get good GCSE results.
- Attainment figures published in January 2015 showed that nationally in 2013/2014, 33.5% of disadvantaged pupils achieved at least 5 A*- C GCSEs (or equivalent) grades, including English and mathematics, compared to 60.5% of all other pupils, a difference of 27%.¹
- Within Hillingdon, the 2015 figures show that 39% of pupils eligible for free school meals in the last six years achieved 5 A*-C GCSEs (including English and Maths), compared to 64% of other pupils which equated to a gap of 25% in terms of outcomes at age 16 between disadvantaged young people and their non-disadvantaged peers.
- Whilst the attainment gap is greater at secondary level, evidence at national and local level highlights that disadvantage is a key indicator of academic success and educational opportunity at all phases.
- Taken as a whole, Hillingdon is not a deprived Borough, as highlighted in local strategic plans, including the Hillingdon Joint Health & Well-Being Plan 2014-17 and the Children & Families Trust Plan. There are pockets of the Borough that have relatively higher levels of deprivation.
- In terms of the Department for Education's Local Authority Interactive Tool (LAIT version 5) indicates that the numbers of pupils in the Borough eligible for Free School Meals has increased each year for the past five years and now stands at 12,190 (an increase of approx 4000 children since 2010/11).
- By comparison, the number of children eligible for Free School Meals in neighbouring boroughs and across London has decreased in 2014/15. If, as current data suggests, Hillingdon has an increasing number of children considered to be disadvantaged and if 2014/15 outcomes for disadvantaged children at secondary level in Hillingdon show an overall decline in standards, it may be considered that the achievement and attainment of this particular group of children is likely to have an increasingly significant impact on overall standards of education in the Borough.

The Service Manager Business Performance took the Committee through the data pack providing information on attainment levels of local pupils from a disadvantaged background and their mainstream peers. Information provided covered the period 2013-2015.

Key items of note included:

- At Key Stage 1, and across all subjects - the gap in performance has over 2013-2015, been consistently narrowing between disadvantaged pupils and their mainstream peers.
- Performance in reading and writing has been particularly strong, although the gap between disadvantaged children and others for Maths remained static between 2014-2015.
- At Key Stage 2 - the picture across the three years 2013-2015 is generally positive with the gap in relative performance narrowing. There were some exceptions though namely Reading - where performance between 2014 and 2015 decreased.

¹ Office for National Statistics, January 2015 - <https://www.gov.uk/government/statistics/gcse-and-equivalent-attainment-by-pupil-characteristics-2014>

- On a more positive note and focusing on the percentage of children making expected progress (page 27) - trend data shows performance for disadvantaged pupils as consistently strong and in many cases better than their mainstream peers.
- At Key Stage 4 - the most notable issue of concern related to the varying performance between 2013 and 2014 where whether measuring average point score or looking at percentage of pupils reaching 5A*-C the gap in performance between disadvantaged children locally and their Hillingdon peers widened.
- Although performance is improved in 2015 - in many cases this is not by a sufficient amount as to offset the drop over the previous period.
- When looking at the data on expected progress - trends show that the gap in performance between disadvantaged pupils and their mainstream peers re-emerges.
- Of particular concern is the inability of pupils from a disadvantaged background who while achieving well at Key Stage 2 (i.e. those that reached higher levels of progress) do not maintain this level of attainment into Key Stage 4. This local picture is however consistent with national patterns where higher achieving pupils (at Key Stage 2) from a disadvantaged background do not sustain this performance through to Key Stage 4.

Liz Horrigan, Headteacher, Harlington School, introduced her witness submission in relation to the major review. The key points raised included the following:

- Harlington School was a large Foundation secondary school in the southern most part of the Borough.
- The school serves an area of high deprivation.
- Despite this, a high percentage of students go on to study at the university of their choice, including the Russell Group universities.
- In January 2015 the school was inspected by Ofsted, and moved from 'Requires Improvement' to 'Good'.
- In 2014, Harlington School was in the top 10% of schools nationally for student progress (SSAT).
- Harlington has very large numbers of disadvantaged students and significant Pupil Premium funding.
- In terms of improving outcomes for disadvantaged pupils, the School:
 1. Recruit high calibre staff and CPD - the quality of teaching is the key driver.
 2. All students are given aspirational targets.
 3. University aspirations are nurtured from early on.
 4. Invest in high quality Careers and Independent Advice & Guidance (CIAG).
- The School focuses on impact, not description – we ask ourselves - 'So What?' when undertaking development planning.
- The School use nationally recognised good practice to audit the impact of its practice – e.g. Pupil Premium Toolkit, Challenge the Gap, NFER etc.
- Governor agendas are planned around quality of teaching, pupil outcomes, behaviour and attendance, safeguarding and Pupil Premium / Closing the Gap data on a termly basis.
- Attainment drives progress – but progress was key when measuring performance.
- Poor attendance was often a key factor in disadvantaged pupil outcomes.
- Student mobility was a key factor – Mid Year Admissions often required intensive support outside of the mainstream environment. The school uses Pupil Premium funding to secure additional support for those pupils that require it.– But if funding reduces, these provisions may be at risk. This may place pressure

on alternative provision in the authority, particularly if students are at risk of exclusion, if schools reduce their supportive provisions.

In response to questions from Members, the witness advised that:

- To tackle non-attendance, strategies included: Using the Participation and Liaison Teams, attendance initiatives such as non uniform days, developing strong relationships with parents and disallowing holiday absence.
- In relation to feeder Primary Schools, it was noted that Primary Schools provided intervention early on when it was most effective.
- In terms of staffing, Members were informed that all disadvantaged pupils were taught and no teaching was left to teaching assistants.
- In terms of Pupil Premium, the Committee heard that this was listed in the Schools Governance documentation which was overseen by the School's Governing Body which were available for inspection. If Pupil Premium Funding were stopped at the School, this would affect the equivalent of 8 posts at the school.
- The Team around the Family was used when appropriate and it was recognised this was a key form of intervention.

Laurie Cornwell, Executive Headteacher, The Skills Hub / Young People's Academy was unable to attend the meeting and the consideration of her written statement was deferred to the next meeting.

Belinda Hearn, LBH Early Intervention and Prevention Team, introduced the witness submission on behalf of Deborah Bell, in relation to the major review. The key points raised included the following:

- Early Intervention and Prevention Services assisted families by: providing a range of early learning, childcare and family development services delivered through early years centres and children's centres.
- Targeted Programmes: met the needs of families by securing and providing targeted programmes of developmental activity that enabled children, young people and families to develop the behaviours, skills and capabilities to avoid or overcome problems and risk.;
- The Team prioritised outcomes for disadvantaged pupils by:
 1. The use of the Early Help Assessment (EHA) tool that Elected Members had previously considered in associated reviews.
 2. The offer of training had been disseminated via the Hillingdon Association of Secondary Head-Teachers (HASH), Primary Forum and Headteachers' Briefing.
 3. If a Team Around the Family (TAF) was deemed appropriate, schools lead on these processes for their own pupils. Should a school require additional support with these processes, the Key Working Service is in place to ensure that support is forthcoming to enable resident needs to be appropriately assessed and then a consented plan devised to deliver required outcomes.

In terms of the strategies in place to raise the aspiration of disadvantaged young people, these had been informed by the research from sources such as:

- National Foundation for Education Research (NFER)
- Munro recommendations
- Early Intervention Foundation
- Department for Communities and Local Government (DCLG) and the Department for Education had led the Key Working Service to focus on the following approaches in order to support families to overcome problems that may be impacting on the aspirations and achievement of disadvantaged young people within the family unit:

At a local level, measures to improve attainment included:

- Early Help Assessments
- Team Around the Family
- A 1 worker, 1 plan, 1 family model
- Review and model of parenting domestic routines
- Signpost to local services
- House rules
- Family relationship building
- Mediation between parents
- Advocacy
- Benefits and housing
- Healthy eating/cooking;
- Safe relationships (including DV, CSE, sexual health);
- How to play, read and interact;
- Community based work to model behaviour management for parents with their children;
- Clinical psychology formulation and consultation;
- Clear objectives embedded by regular challenge and encouragement consistently over an agreed period of time;
- Brokerage and mediation between schools and families;
- School attendance panels and legal intervention when necessary; and
- Enabling access to targeted programmes to attend to adolescent support and development needs including those that may be impacting on the aspirations and progression of vulnerable young people.

In terms of the evidence to illustrate that the above services were working and had positive outcomes, the following information was noted:

For 2014-15, 2,947 pupils were referred to the Participation Key-work Team for poor school attendance. Of that number, 2,462 were successfully closed as a consequence of enabling the young people in question to improve their attendance to the required standard. This represents 83.5% positive outcomes for families, including those with disadvantaged children. For 2015/16 to date, 300 families received services from the Preventative Key Working Team. 132 are still being worked with and 117 out of 151 closed are for a 'stepped down' reason, representing 77.5% positive outcomes for residents.

In relation to the steps the Council was taking to support the attainment of children from disadvantaged backgrounds, it was noted that:

- The Participation Key Working Team introduced a process in September 2014 whereby schools report on a monthly basis their pupils who attend less than 90%, pupils removed from roll and pupils on part time programmes. These pupils form the focus of the Participation Key Workers consultations with schools and 100% of pupil characteristic need identified. Within this cohort, pupils at risk of exclusion are also identified to ensure services are in place to prevent this outcome.
- The current DfE consultation on Children Missing Education was proposing a very similar information exchange mechanism. The Committee were encouraged to learn that Hillingdon would be well placed for this development due to its earlier local identification of need in order to identify and seek to protect pupils vulnerable to under achievement.
- In addition to its legal duties, the Participation Key Working Team was available

for commissioning by academies. 96% of secondary phase schools and academies and 100% of primary phase schools and academies in Hillingdon now have a Service Level Agreement with the Participation Key Work Team.

Ann Bowen-Breslin, Head Teacher at Hillingdon Primary School and Taneesha Morris, Pastoral Care Manager at Hillingdon Primary School attended the meeting and provided a brief overview of the actions the school was taking to support aspiration for disadvantaged children. Members requested Officers to contact the School outside the meeting and for a written statement to be provided to inform the Committee's review.

The Committee thanked the witnesses for their contribution to the review.

RESOLVED - That:

- 1. The evidence provided be noted.**
- 2. That the witness submission from Laurie Cornwell be considered at the next meeting.**
- 3. That Ann-Bowen Breslin, Head Teacher at Hillingdon Primary School be requested to provide a written submission and for this to be considered at the next meeting.**
- 4. That conclusions and draft recommendations for the final report be discussed at the next meeting.**
- 5. That a draft final report be prepared for consideration at 14 June 2016 meeting.**

UPDATE ON THE IMPLEMENTATION OF RECOMMENDATIONS FROM PAST REVIEWS OF THE COMMITTEE. (Agenda Item 6)

The Committee was provided with a paper that gave an update on the recommendations made by two previous reviews.

The review topics included:

- Elective Home Education
- Reducing the Risk of Young People Engaging in Criminal Activity and Anti-Social Behaviour

In relation to Recommendation 1 of the review, 'Elective Home Education', a Committee Member enquired what steps were in place to assist Traveller families who did not go through normal channels of communication or attend Ward surgeries. Officers advised that social media, work shops delivered through local libraries and extensive web based information was in place to assist families. Officers were also working closely with Bell Farm Christian Centre to encourage the organisation to refer Traveller families to the Local Authority, should this be required.

In relation to the numbers of children receiving Elective Home Education, it was noted this had increased from 89 in 2010/11 to 224 in 2015/16 and nationally there had been 45% increase. Officers reported further work was underway to investigate the drivers for this and to determine what more could be done locally to support this form of provision. Officers explained that the results of the investigation would be shared with the Committee upon its completion.

In relation to Recommendation 2 of the review, 'Elective Home Education', it was noted that the Local Authority now used three main letters for parents/carers which had been designed to take into account the POC review recommendations.

In relation to Recommendation 3 of the review, 'Elective Home Education', it was noted that the Skills Hub was available as an Exam Centre for the purpose of sitting GCSE or A-Level examinations.

With regards to what steps the Local Authority could take if there was evidence a parent was not home educating their child, Officers explained the guidance encouraged families to work in partnership with the Local Authority. However, if this was not working, the Local Authority could request evidence to be provided that home educating was taking place. In those cases where this was not provided, Officers confirmed that an Attendance Order could be issued. Officers explained that the Participation Team was working closely with Schools and a joined up approach was being taken.

In relation to Recommendation 4 of the review, 'Elective Home Education', it was noted Officers had updated the Elective Home Education policy document with minor changes.

With regards to Recommendation 1 of the Reducing the Risk of Young People Engaging in Criminal Activity and Anti-Social Behaviour review, the Committee were encouraged that Officers were helping young people access the preventative services and promoting the current offer.

In relation to Recommendation 3 of the review, Officers confirmed this was currently being taken forward as described and the Youth Offending Service was working in partnership with a number of partner organisations to promote suitable activities to young offenders and their parents.

With regards to Recommendation 4, Officers confirmed that an aspect of drug prevention focused on the work being conducted by the CLASH Theatre Project and drug awareness work being progressed by Public Health. In response to a Member question about the uptake and effectiveness of CLASH, Officers confirmed that further information would be provided outside the meeting.

In relation to Recommendation 5, Officers confirmed that joint working and information sharing between partner organisations was already well established with regards to young people who may be at risk of engagement in criminal and anti-social behaviour.

Resolved: That:

- 1. The information be noted.**
- 2. Officers provide the Committee with further information about Elective Home Education when available later in the year.**
- 3. Officers provide further information on the uptake and effectiveness of the CLASH Theatre Project.**

WORK PROGRAMME 2015/16 (*Agenda Item 7*)

It was noted that as this meeting had not considered the written statement from Laurie Cornwell, had requested a written statement from Ann Bowen Breslin, Headteacher, Hillingdon Primary School and had not discussed potential areas for recommendations, these actions would be considered at the 13 April 2016 meeting. It was agreed that the final report on *Supporting Educational Attainment for Disadvantaged Children* would be deferred from 13 April 2016 to 14 June 2016 meeting.

With regards to the LSCB update, the Committee requested that this be integrated into the Work Programme of the new Committee and be considered at the beginning of the

next municipal year.

RESOLVED - That:

1. That further written evidence for the review be considered at 13 April 2016 meeting and for the Committee to discuss potential areas for recommendations for the Final Report.
2. That the draft final report on *Supporting Educational Attainment for Disadvantaged Children* be considered at 14 June 2016 meeting.
3. An LSCB update be incorporated into the new Work Programme of the next municipal year; and
4. The Work Programme be noted.

FORWARD PLAN (*Agenda Item 8*)

Head of Business Performance, Policy and Standards provided an update on the Schools Capital Programme. Cabinet Members are currently considering options for meeting the forecast need for additional secondary school places in the Borough.

At 13 January 2016, the Committee resolved that Early Years and Foundation Stage data be circulated to the Committee, broken down by educational planning area (EPA). Although this had been circulated by Ward, Officers confirmed it was not possible to provide this data at EPA Level.

RESOLVED: That:

1. The Forward Plan be noted.

The meeting, which commenced at 7.00 pm, closed at 9.00 pm.

These are the minutes of the above meeting. For more information on any of the resolutions please contact Jon Pitt on 01895 277655. Circulation of these minutes is to Councillors, Officers, the Press and Members of the Public.