

Swindon Borough Council

Children's Health, Social Care and Education Overview and Scrutiny Committee

Wednesday, 2 December 2015

Committee Room 6, Civic Offices

At 6.00 p.m.

Conservative Councillors

Gemma McCracken (Chair)
Maureen Penny (Vice Chair)
Michael Bray
John Haines
Cathy Martyn
Eric Shaw
Steve Weisinger

Labour Councillors

Teresa Page
James Robbins
Carol Shelley
Nadine Watts
Julie Wright

Co-opted Representatives

Steve Colledge, Swindon Association of Secondary Headteachers
Simon Cowley, Swindon Association of Primary School Headteachers
Alison Paul, Swindon Association of Special School Headteachers
David Dawson, Catholic Church Diocese
Elizabeth Gibbons, Church of England Diocese
Paul Sunners, Standing Advisory Council on Religious Education
Steve Henderson, Equalities Advisory Forum
Mary Cosker, Healthwatch
TBC Parent Governors

Committee Officer: Rita Glen Gallo 463611
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Swindon, SN1 2JH (Telephone 01793 445500)

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AGENDA

1. Apologies for Absence

2. Declarations of Interest

Members are reminded that at the start of the meeting they should declare any known interests in any matter to be considered, and also during the meeting if it becomes apparent that they have an interest in the matters being discussed.

3. Public Question Time

See explanatory note below. Please phone the Committee Officer whose name and number appears at the top of this agenda if you need further guidance.

4. Minutes (Pages 3 - 8)

To receive the minutes of the meeting held on 2nd September 2015.

5. Education Standards and Performance Report (Pages 9 - 64)

6. SEND Reform Task Group Update

Verbal update.

7. Work Programme 2015_16 (Pages 65 - 72)

Date of Despatch: 24 November 2015

Public Question Time - Swindon Borough Council remains committed to increasing its accountability to the public and to promoting active citizenship. 15 minutes will be allowed at the start of all Council meetings for questions to the Chair from the public about the work of the Committee (except for confidential matters, and matters relating to planning and licensing applications). We will give priority to those who submit questions in writing at least two days before the meeting. Questions must be relevant, clear, and concise. You may not use Public Question Time as an opportunity to make speeches or statements.

Questions in writing should be sent to the Committee Officer whose contact details appear on the agenda above or to the Director of Law and Democratic Services, we will publish it, along with the answer, alongside the Minutes. The process associated with asking a public question is set out in the "Public Question Time at Council Meetings Protocol and Guidance" available on the Council's Website.

(<http://www5.swindon.gov.uk/moderngov/ecCatDisplay.aspx?sch=doc&cat=13338&path=0>) or from the Committee Officer named above.

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**CHILDREN'S HEALTH, SOCIAL CARE AND EDUCATION OVERVIEW AND
SCRUTINY COMMITTEE**

WEDNESDAY, 2 SEPTEMBER 2015

PRESENT:- Councillors Gemma McCracken (Chair), Maureen Penny (Vice-Chair), Alan Bishop, Cathy Martyn, Teresa Page, James Robbins, Eric Shaw, Carol Shelley, Nadine Watts, Steve Weisinger and Julie Wright.

Co-opted Representatives: Paul Sunners (Standing Advisory Council for Religious Education), Mary Cosker (Healthwatch) and Steve Henderson (Equalities Advisory Forum).

Apologies for absence were received from Councillors Mike Bray and John Haines, David Dawson (Catholic Diocese), Steve Colledge (Swindon Association of Secondary Headteachers), Alison Paul (Swindon Association of Special Schools Headteachers), Simon Cowley (Swindon Association of Primary Headteachers).

Also Present: Councillor Fionuala Foley, Cabinet Member for Children's Services.

8. Declarations of Interest

The Chair reminded Members of the need to declare any known interest in any matters to be considered at the meeting.

Councillor James Robbins declared a personal and non-prejudicial interest as he was a Foster Carer.

Councillor Cathy Martyn declared a personal and non-prejudicial interest as her child received Child and Adolescent Mental Health Services.

Councillors Gemma McCracken, Maureen Penny, Julie Wright, Nadine Watts, Carol Shelley and James Robbins declared personal and non-prejudicial interests as they were school governors.

9. Minutes

Resolved: That, subject to the amendment of Minute 2 to reflect that Councillor Martyn declared a personal and non-prejudicial interest in respect of Agenda item 5 as her child received Child and Adolescent Mental Health Services, the minutes of the meeting held on 22nd July 2015 be confirmed and signed as a correct record.

10. Public Question Time

No public questions were asked in accordance with Standing Order 28.

The Chair welcomed, Mr Paul Dobson, Project Manager, STEP ([Swindon Ten to Eighteen Project](#)) and Miss Ellie James, the elected Member of the Youth Parliament to the meeting. Mr Paul Dobson referred to the contents of the report on the performance and key issues relating to youth participation, the Thought Tank, and the progress made by Members of the Youth Parliament (MYP). He advised that a new participation officer had been recruited who would continue to facilitate work with schools and youth organisations.

Miss Ellie James referred to the campaigns undertaken nationally by Youth Parliament, particularly, mental health services where a better understanding of common mental health issues at schools was needed together with raising awareness of how young people were able to access support. Following the introduction of the report, the Committee were invited to watch “Mental Health Drama: Not Just A Diagnosis” and “Self-harm Drama – Remote Control – First light” on YouTube. Miss James referred to the importance of promoting “Make your Mark” at schools and explained that ballot papers would be circulated to schools in the autumn.

The representatives, Sue Wald, Head of Commissioning, Children and Adults, Peter Nathan, Head of Education, Cherry Jones, Director of Public Health and Claire Smith, Commissioner, Voluntary Sector, responded at the meeting to the following issues:

- Progress made following meetings with the Police Crime Commissioner regarding the production and circulation of a survey within schools to gather student’s views on crime and education.
- Progress made regarding the Curriculum for Life and how schools engaged in the campaign.
- Where and how the YouTube films viewed at the meeting were being promoted.
- Clarity on the responses within the Swindon Children and Young People Mental Health Questionnaire report highlighting that 35% of children and young people waited over a year before feeling able to seek help from professionals.
- Confirmation that the Swindon Children and Young People Mental Health Questionnaire had been completed by children and young people living in Swindon.
- Detailed background on how the YouTube films were created and produced.
- Clarity on how the “Living Wage” subject was addressed in the “Make your Mark” survey conducted in 2014.
- Ensuring completion of Diversity Impact Assessments in the report reflecting progress made.
- An update regarding proposed wider engagement with schools.
- Clarity on future work to be undertaken resulting from the Swindon Children and Young People’s Mental Health Questionnaire.
- Demographics of Youth Parliament and Youth Forum members.
- Confirmation that results of the Personal, Social and Health Education (PSHE) survey were to be submitted at the Committee’s meeting on 13th April 2016.

Resolved – (1) That the updates on progress of the Youth Forum, Thought Tank and the Youth Parliament, be noted.

(2) That the Committee endorses and expresses its support for the work undertaken by the Youth Forum, Thought Tank and the Members of Youth Parliament.

(3) That, further to (2) above, the wider youth participation agenda across Swindon, be supported.

(4) That the Contracts and Participation Manager be requested to circulate to the members of this Committee information regarding “Make your Mark”.

(5) That the Contracts and Participation Manager be requested to submit a progress report on work of the Members of Youth Parliament, Youth Forum and Thought Tank to the Committee’s meeting on 13th April 2016.

(6) That the Project Manager, (STEP) be requested to circulate copies of “Mental Health Drama: Not Just A Diagnosis” and “Self-harm Drama – Remote Control – First light” to those Committee members who were school governors.

12. Children's Health

The Head of Commissioning, Children and Adults submitted a report providing an update on the performance and key issues relating to Children and Families Health Commissioning. Mrs Sue Wald, Head of Commissioning, Children and Adults, introduced the report and explained that it encompassed work commissioned with a range of providers and that Mrs Louise Campion, Principal Officer, Health and Wellbeing and Dr Wendy Woodhouse, Oxford Health, were in attendance to elaborate on areas covered in the report.

Members noted that the report had been structured to highlight the improvements that had been made, areas where further work would be undertaken and areas where further actions would be required to improve provision of services within each service area. Mrs Wald explained that Swindon Borough Council was one of the few local authorities that provided health visiting and school nursing services as part of the Early Help Team and that recruitment of further health visitors was being conducted.

Mrs Sue Wald, Mrs Cherry Jones, Mrs Louise Campion and Dr Wendy Woodhouse responded to the Committee’s questions and comments in respect of the following points:

- Explanation on the type of traded services provision to schools and colleges by Targeted Mental Health Services (TaMHS) and how these would be promoted and implemented during this scholastic year.
- Reasons for the low antenatal contacts being delivered in Quarter 1 of 2015/16 and actions being undertaken to address this.
- An explanation that whilst there was provision for Child and Adolescent Mental Health Services (CaMHS) in schools, children and young people could decide where they wanted to receive mental health support. Members noted that the school environment might not be best suited for pupils to receive support.
- How the use of technology helped children and young people access CaMHS and actions being undertaken to promote the use of technology.
- The support with and promotion of technology offered to parents of children and young people with mental health issues.
- The number and demographics of children and young people who self-harm and actions being undertaken by a range of agencies to help them.
- Ways of promoting websites that promote well-being and offer support to

- children and young people with mental health concerns.
- Tackling obesity through the promotion of healthy eating. This support was delivered by a range of providers including health visitors, children and family centres and schools.
- The waiting time from referral to delivery of targeted mental health services. Members noted that patients were screened within twenty four hours and cases were prioritised according to the need of the patients. Members further noted the increase in the number and complexity of CaMHS cases.
- Importance of promoting available support for children and young people with mental health through the Personal, Social and Health Education (PSHE) programme.

Resolved: That the report be noted.

13. Great Western Hospitals NHS Foundation Trust Update

The Committee reviewed a report by the Chief Executive of the Great Western Hospital (GWH) NHS Foundation Trust on performance, key issues and developments at the Great Western Hospital.

Resolved: (1) That the report be noted.

(2) That members of the Committee be requested to submit any questions to the Committee Officer for circulation to the Head of Strategy, Great Western Hospital NHS Foundation Trust for a response.

14. NHS Swindon Clinical Commissioning Group

The Committee received a report submitted by the Executive Nurse at NHS Swindon Clinical Commissioning Group (CCG) providing an update on the performance and key issues relating to the service.

Ms Gill May, Executive Nurse at NHS Swindon Clinical Commissioning Group (CCG), introduced the report and explained that the CCG was a clinically led organisation, commissioning health care services for the residents of Swindon and Shrivenham. She explained that the CCG is working with NHS England as co-commissioners of Primary Care, emphasising that the CCG has no direct contractual responsibilities with the 26 member practices but they are supporting practices with workforce, estate and quality and patient experience care delivery.

Ms Gill May referred to progress made by MUSE Development to develop a new building to commission services in the Swindon Town Centre, Moredon and Old Town walk-in centres. She referred to collaborative work with Great Western Hospital regarding a review of service provision and accessibility to services for children and young people. Members noted that this work would see a reduction in the number of children attending the Hospital's Accident and Emergency department as they would be able to access service more locally. Ms May commented on work being undertaken through the Prime Minister's Challenge Wave 2 funding.

Ms Gill May and Mrs Cherry Jones, Director of Public Health, responded to questions and comments regarding the following issues:

- Sharing of information between schools and Great Western Hospital relating to appointments for children with complex health needs to ensure their academic achievement was not negatively impacted.

- How Education Welfare Officers could be better utilised as a conduit between schools and the Hospital to support children and young people.
 - Impact on delivery due to shortages of general practitioners and healthcare professionals. Members noted there was a national shortage of healthcare professionals and Ms May referred to the work being undertaken with partners to address this.
 - Support to be offered to alcohol and drug dependent vulnerable people regularly found in the area of the Carfax Street Medical Centre to prevent patient harassment and provide staff and patient security.
 - Need of improvement in communication regarding appointment availability between the Urgent Care Clinic and doctor's surgeries.
- Resolved: That the report be noted.

15. Healthwatch Swindon

Mr Peter Rowe, Manager of Healthwatch Swindon, presented a report updating on performance and key issues relating to Healthwatch Swindon. He referred to the role of Swindon Healthwatch in supporting and engaging children and young people in Swindon and how scrutiny and support of commissioners and providers of services was undertaken. He commented on the work undertaken by volunteers within the community.

Following the presentation of his report, Mr Rowe responded to members' questions regarding the following issues:

- Reasons for the reduction in the number of volunteers.
- Creating opportunities for young people in Years 5 and 6 to become health ambassadors through partnerships with schools,

Resolved: That the report be noted..

16. Consideration of Health and Wellbeing Board Recommendations

The Committee considered the Health and Wellbeing Board minutes of 27th May and 8th July 2015. The Chair advised that these had been submitted for the Committee's information.

Resolved: That the minutes of the meetings of the Health and Wellbeing Board on 27th May and 8th July 2015, be noted.

(2) That the Director of Public Health be requested to provide statistical data regarding the age of people detained into Police custody under Section 136 of the Mental Health Act.

17. Work Programme 2015/16

The Director of Law and Democratic Services submitted a report concerning a work programme detailing the activities that the Committee would be undertaking during the forthcoming Municipal Year, with the aim of producing evidence based recommendations intended to provide service improvements for Cabinet and external agencies/bodies to consider.

Resolved – That the report be noted.

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Education Standards and Performance Report

Children's Health, Social Care & Education Overview and Scrutiny Committee

Date: 2nd December 2015

Author:	Board Director, Commissioning (DCS/DASs) and Head of Education
Wards:	All Wards
Locality Affected:	All Locality Areas
Parishes Affected:	All Parish Area

1. Purpose and Reasons

- 1.1 This report sets out to show how well Swindon children and young people have achieved in their public assessments in primary and secondary schools. It highlights where there have been improvements in performance and declines. These are measured against national averages. It also provides information on attendance and behaviour which can be an indicator of pupil and school performance.
- 1.2 The report is necessary to ensure that full information on how children and young people achieve is available in the public domain and is open to scrutiny.
- 1.3 The performance of pupils in Swindon schools is a key element of corporate targets which includes the performance of pupils in their GCSE exams. It is also one of the four key priorities in the Vision for Swindon (2015-30) to improve education provision and outcomes for children and young people.

2. Recommendations

The Committee is recommended to:

- 2.1 Note the contents of the report.

3. Detail

3.1 Overview

There are a number of ways to measure educational outcomes across schools which help us to assess the quality of provision. These include:

- Attainment (statutory assessments and qualifications obtained by young people) and progress
- Attendance and exclusions in Swindon schools
- Ofsted inspection outcomes

The appendices included with this report provide a range of detailed information for primary and secondary education across Swindon. It should be noted that the

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information provided below is “unvalidated” and subject to change, however, it is unlikely to change significantly. Validated data is published early in 2016. The term ‘disadvantaged pupil’ is used frequently below and in the attached appendices. It refers to pupils who are or have been eligible for free school meals in the past six years, looked after children or children adopted from care. Information on Key Stage 5 (16-19 provision) will be provided for the next Children's Health, Social Care and Education Overview and Scrutiny Committee meeting.

3.2 Primary – Early Years and Key Stage 1

- 3.2.1 Results for primary pupils in Swindon are broadly in line with national averages. Outcomes have improved over the previous in the Early Years Foundation Stage with 68% of children reaching expected levels (a good level of development) against a national average of 66%. The gap between the lowest achieving pupils and the median is narrowing, meaning that fewer children are being left behind. Girls attain higher than boys with the difference being similar to the national difference in achievement. Children on free school meals attain lower than other children but again the difference is similar to the national average.
- 3.2.2 Phonics tests are taken by pupils at the end of Year 1. Results improved by 2% over 2014 with 75% reaching the required standard which is 2% below the national average. The pupils who don't pass at the end of Year 1 retake the test in Year 2 and by this time they have caught up with the national average. By the end of Year 2, 91% of pupils reach the required standard against a national average of 90%. Girls attain higher results than boys with the difference being similar to the national average. Children on free school meals attain lower than other children but again the difference is similar to the national average. In 6 schools, pupils attained less than 60% in the tests and these schools are being targeted for support by the Commissioner for Education (primary) working with the Borough's teaching schools.
- 3.2.3 Pupils are assessed at the end of Key Stage 1 (end of Year 2) in reading, writing and mathematics. Attainment has risen in all subject areas since 2014 and is significantly above average overall and for writing. Again, girls attain more highly than boys and pupils on free school meals attain lower than other pupils. Both gaps are similar to the national average. Level 3 is the higher level of attainment in these assessments and pupils overall were at the national average at this level. In other words, Swindon has a similar proportion of higher attainers to the national average.

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3.3 Primary – Key Stage 2

- 3.3.1 Pupils are assessed at the end of their primary education (Key Stage 2) in Year 6 in reading, writing, mathematics and GPS (grammar, punctuation and spelling). Attainment is overall in line with the national average with reading being significantly above the national average. Girls attain higher than boys at level 4+ (expected standard) with the gap being wider than the national average but this is because girls perform significantly higher than the national average in mathematics and writing. Disadvantaged pupils attain lower than other pupils with the gap being similar to the national average. The higher levels of attainment in these tests are level 5 and level 6 and Swindon has a similar proportion of higher attainers to the national average.
- 3.3.2 The progress that pupils make between Year 2 and Year 6 (expected progress) has improved in all subjects in 2015 and is in line with the national average overall. Writing is above the national average putting the local authority in the top quartile against other local authorities. About a third of Swindon pupils make more than expected progress in their subjects which is in line with the national average. Disadvantaged pupils made slightly less progress than their disadvantaged peers nationally and this has been the case for the past three years.
- 3.3.3 Looked after children are a focus nationally and in the South West because of their low overall achievement compared to other children. In Swindon, 12 looked after children were assessed at the end of Year 6 and their attainment as a group is well below other pupils. However, when compared to looked after children nationally, in Swindon these pupils attained higher than the national average with 75% achieving the expected level against a national average of 53%. These pupils also made stronger progress than their peers nationally.
- 3.3.4 Pupils with special educational needs attained below the national average for all pupils at the end of Year 6 as might be expected. When compared to special educational needs pupils nationally, their attainment is in line with the national average and those with statements or Education, Health and Care Plans (EHC) attain higher than the national average. In terms of progress, pupils with special educational needs made more progress than their peers nationally but if they had an EHC, they made slightly less progress. Information on these pupils needs to be treated with some caution, however, as there is no nationally moderated system in place for special needs. This means that a pupil in one local authority could be defined as special needs, whilst in another local authority they would not.
- 3.3.5 Swindon had one school that was below the national floor target for primary schools. Being below the floor target means that less than 60% of pupils achieved level 4 in all subjects taken together (reading, writing and mathematics)
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and that pupil progress was below the median for each of the core subjects. This school is now being supported by an exceptional school leader from the teaching school and it is expected that the school's outcomes will be much higher next year.

3.4 Secondary Schools/Academies

- 3.4.1 Outcomes at the end of year 11 in GCSE examinations were below the national average in 2014/15. 52% of pupils gained 5 A*-C GCSEs with English and mathematics against the national average of 56%. This indicator is based on pupils' first attempt at passing a subject exam. The outcome is very similar to last year and the previous four years with the gap to the national average being consistent. English GCSE A*-C pass rates fell from 69% to 65% with the national average at 68% (69% in 2014). Mathematics GCSE A*-C pass rates rose from 65% to 66% while the national average stayed the same at 68%. The English Baccalaureate results improved from 19% to 20% against a national average of 24%.
- 3.4.2 A number of secondary schools had a considerable increase in the number of 5A*-C with English and mathematics pass rates for their pupils. Nova Hreod's outcomes improved to 60% an increase from 33% the year before which is one of the biggest jumps in the country. Swindon Academy also improved considerably from 40% to 53% while Lydiard Park Academy was the highest performing by this measure at 67%. Seven schools, however, had a decline in their results. One academy school fell below the government floor target (this means a school in which less than 40% of pupils obtain 5A*-C and pupil progress is below the median for both English and mathematics). Discussions have been had with the Principal and the Chair of Governors of this school by the Head of Education with a view to supporting the school. There has also been direct communication with the Regional Schools Commissioner.
- 3.4.3 Swindon pupils had improved expected progress in mathematics with a jump of 4% (this means making 3 levels of progress between year 7 and year 11). In 2014/5 this had improved to 65% against a national average of 67%. Improving pupils' ability in mathematics was a focus for secondary schools last year and this may have contributed to this improvement. In English, the percentage of pupils making expected progress fell from 71% to 68% almost mirroring the national average fall from 72% to 70%.
- 3.4.4 In five Swindon schools, the proportion of pupils making more than expected progress in English was higher than the national average with 91% of pupils at Ridgeway School achieving three levels of progress. In mathematics similarly, five schools were higher than the national average in terms of expected progress. At Commonweal School and St Joseph's Academy 75% of pupils made expected progress against the national average of 67%.

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- 3.4.5 Disadvantaged pupils achieved 39% 5A*-C with English and mathematics, a gap of 26% points to all other pupils. This is similar to the national attainment gap. In both English and mathematics, the proportion of disadvantaged pupils making expected progress is below that of all other pupils but is similar to the national average. Schools receive pupil premium to provide additional support for these pupils and how this is used and its impact is published on school websites. Clearly, there is still considerable work to do to minimise the impact of economic disadvantage.
- 3.4.6 Pupils with special educational needs achieved 13% 5A*-C with English and mathematics, which is below the national average for special educational needs nationally (21% in 2013/14). Progress levels were also below pupils with special educational needs nationally (only 2013/14 data available). As noted earlier in the report, it is quite difficult to compare local authority data on special needs as identification varies across the country. However, there is a need to explore these figures further with secondary schools to ensure that the appropriate provision is in place and that this has the required impact on pupil progress.
- 3.4.7 Looked after children achieved 29% 5A*-C with English and mathematics which is above the national average for this group (12% in 2013/14). Expected progress information shows that looked after children make more progress than this group does nationally too, particularly in English. Care should be taken when trying to interpret this data though because the cohort consisted of 17 pupils.
- 3.4.8 Further information on the performance of more able pupils will be provided for a future committee as not sufficient information is available at this time.

3.5 OFSTED inspection outcomes

- 3.5.1 A key way of measuring school performance is through inspections carried out by Ofsted. The Ofsted framework for inspections has undergone many changes in recent years and a new framework has come into place from this September. Schools judged as good are now normally inspected in a 3 year cycle. Outstanding schools are not subject to routine inspection whereas schools that require improvement are inspected more frequently (on an approximate 2 year cycle).
- 3.5.2 By the end of 2014/15, 82% of primary schools in Swindon were judged as good or better against a national average of 85%. 12 Swindon primary schools are currently judged as outstanding. For secondary schools and academies, 55% were judged as good or better against a national average of 74% which rates Swindon as one of the lowest performing local authorities (Swindon's UTC has yet to be inspected as it is a new school). This has been a major agenda item at the recently established Education Strategy Board which is chaired by the Regional Schools Commissioner. Local authority officers in collaboration with the

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Commissioner's office and the teaching schools are working with a number of schools to ensure that schools improve their inspection gradings.

- 3.5.3 One primary school is currently in the lowest Ofsted category having been judged as inadequate. This school is now working in a very strong partnership with another local school and its outcomes have improved this year. It has been monitored by Her Majesty's Inspectors (HMI) and these visits have gone very well. It is due to be reinspected in the near future.
- 3.5.4 Swindon has 6 special schools and 5 of these are judged as being good or better with one school requiring improvement. This school is a focus for support from the local authority and the teaching school. Uplands School is judged as outstanding and recently won the Times Educational Supplement's School of the Year Award.

3.6 Exclusions and Attendance

- 3.6.1 National information on attendance and exclusions for the current year isn't usually published until early in the following year (2016). There is still, however, a considerable amount of very useful information which can be used to review school performance.
- 3.6.2 Attendance at both primary and secondary school is just above the national average. Overall absence for both phases is 4.3% against the national average of 4.5%. Persistent absence (an absence rate of 15% or more) is also below the national average at 5.3% (995 pupils) against a national average of 3.9%.
- 3.6.3 Permanent exclusions from primary schools are relatively few. There were 2 permanent exclusions from Swindon primary schools in 2014/15 which is a reduction from 4 in the previous year and none in the previous two years. Fixed term exclusions are just below the national average with 0.8% of the school population receiving an exclusion. In 2014/15, 273 fixed term exclusions were given to 134 pupils. There has been an increasing number of fixed term exclusions over the past three years. There were 234 in 2013/14 and 194 in 2012/13.
- 3.6.4 In 2014/15, there were 26 permanent exclusions from secondary schools and academies. This is an increase on 2013/14 when there were 13 permanent exclusions and 14 in 2012/13. There is no comparable national data for 2014/15 but in 2013/14, permanent exclusions in Swindon were just below the national average.
- 3.6.5 In 2014/15, there were 1,078 fixed term exclusions from secondary schools and academies which was an increase of 3% on 2013/14. This is likely to be considerably above the national average. In 2013/14, 9.1% of the secondary school population received a fixed term exclusion against a national average of

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6.6%. Fixed term exclusions were also high in the special school sector but these exclusions were mostly from one school. In six secondary schools, the number of fixed term exclusions rose in 2014/15. One school was responsible for approximately 25% of these exclusions and several meetings have been held with the school to look at ways of reducing the number. A panel of senior representatives from secondary schools are working with local authority officers to develop some principles for addressing this issue in schools in order to reduce the incidence of fixed term exclusion.

- 3.6.6 Approximately 80% of fixed term exclusions were boys. The main reasons for fixed term exclusions in both primary and secondary schools were persistent disruptive behaviour, physical assault against a pupil and verbal abuse/threatening behaviour against an adult. The picture is very similar for permanent exclusions with most being boys for persistent disruptive behaviour and physical assault against a pupil.

3.7 Local Authority School Improvement Inspection

- 3.7.1 Swindon's school improvement function was inspected by Ofsted in December 2014 with the report being published in March 2015. The inspection made a number of recommendations for improvement. These have or are currently being addressed and the action plan is included in this report. It has been recently updated as requested by inspectors.
- 3.7.2 Many of the recommendations in the inspection report have been addressed. An Education Strategy Board has been set up with terms of reference and a strategy document which are included with this report. Any concerns that the local authority has about the performance of academy schools is communicated directly to the Regional Schools Commissioner or his representative through the board, in writing or through frequent meetings. There is now much closer working with Swindon's two teaching schools to ensure that quality support is provided or brokered. An Education Improvement Strategy plan is in the process of being developed based on a range of information such as that provided in this report.
- 3.7.3 Ofsted has indicated that they will follow up their first inspection to identify what progress has been made with the recommendations. This would usually take place one year after the initial inspection.

4. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 4.1 There are no direct or indirect financial or procurement implications arising from this report.

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Legal and Human Rights Implications

- 4.2 There are no direct legal or human rights implications arising from this report.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

No other implications arising from this report.

Diversity Impact Assessment

- 4.3 A Diversity Impact Assessment (DIA) has not been completed for the following reasons: This is an update on outcomes and progress.

Risk Management

- 4.4 A risk assessment has not been completed, as this report is not recommending a specific amendment to a policy or strategy.

5. Consultees

- 5.1 The Board Director, Resources (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

6. Background Papers

- 6.1 There are no background papers

7. Appendices

- 7.1 Appendix 1 – 2014/15 attainment at all stages.
- 7.2 Appendix 2 – Provisional Early Years Foundation Stage profile 2015
- 7.3 Appendix 3 – Key Stage 1 2015 local authority main indicators
- 7.4 Appendix 4 – Provisional Key Stage 2 2015 local authority main indicators
- 7.5 Appendix 5 – Provisional Key Stage 4 2015 local authority main indicators
- 7.6 Appendix 6 – 2014/15 attainment by groups in Swindon
- 7.7 Appendix 7 – 2014/15 attainment by groups Annex A
- 7.8 Appendix 8 – Permanent and Fixed term exclusions official statistics 2013/14
- 7.9 Appendix 9 – Swindon Education Strategy Overview 2014/15
- 7.10 Appendix 10 – Swindon Education Strategy Board terms of reference.

Further information on the subject of this report can be obtained from Peter Nathan, 01793 463067, pnathan@swindon.gov.uk.

Education Standards and Performance Report

**Children's Health, Social Care & Education Overview and Scrutiny
Committee**

Date: 2nd December 2015

7.11 Appendix 11 – Improving Educational Outcomes in Swindon (Ofsted action plan)

7.12 Appendix 12 – School absence statistics

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PROVISIONAL 2014/15 ATTAINMENT RESULTS - HEADLINE INDICATORS

APPENDIX 1

Key Stage	Indicator	Attainment in Swindon				Trend and comparative analysis			Ranking of LAs in England			
		2012/13	2013/14	2014/15		Against 2012/13	Against 2013/14	Against England latest	If below England, is gap closing?	2012/13	2013/14	2014/15
Early Years Foundation Stage	Good Level of Development	55%	61%	68%		↑	↑	↑		42	61	54
	Expected Level in Communication and Language	77%	80%	84%		↑	↑	↑		21	34	26
	Expected Level in Physical Development	85%	88%	90%		↑	↑	↑		42	35	31
	Expected Level in Personal, Social & Emotional Development	80%	84%	86%		↑	↑	↑		27	29	39
	Expected Level in Literacy	65%	67%	71%		↑	↑	↑		26	55	62
	Expected Level in Mathematics	72%	75%	78%		↑	↑	↑		27	40	50
	Expected Level in Understanding the World	83%	84%	86%		↑	↑	↑		16	34	27
Key Stage 1	Expected Level in Expressive Arts and Design	84%	86%	88%		↑	↑	↑		24	38	36
	Phonics Standard at Year 1	66%	73%	75%		↑	↑	↓	gap is new	115	92	106
	Phonics Standard by Year 2	87%	88%	90%		↑	↑	0%		33	85	76
	Speaking & Listening Level 2+	90%	88%	90%		0%	↑	0%		41	96	74
	Reading Level 2+	89%	89%	90%		↑	↑	0%		54	79	80
	Writing Level 2+	87%	86%	88%		↑	↑	0%		25	66	58
	Maths Level 2+	92%	93%	93%		↑	0%	0%		45	34	55
	Science Level 2+	91%	89%	92%		↑	↑	↑		51	97	41
	Reading Level 3+	32%	32%	33%		↑	↑	↑		27	45	51
	Writing Level 3+	16%	17%	20%		↑	↑	↑		41	40	25
	Maths Level 3+	25%	24%	27%		↑	↑	↑		34	65	45
	Reading Level 4+	86%	91%	89%		↑	↓	0%		78	22	73
	Writing Level 4+	83%	87%	87%		↑	0%	0%		95	33	53
Key Stage 2	Maths Level 4+	84%	88%	88%		↑	0%	↑		101	30	45
	English GPS Level 4+	73%	78%	81%		↑	↑	↑		84	47	56
	Secondary Readiness	63%	69%	71%		↑	↑	↑		79	48	45
	Expected Progress in Reading	86%	90%	91%		↑	↑	0%		117	108	72
	Expected Progress in Writing	92%	94%	95%		↑	↑	↑		53	47	27
	Expected Progress in Maths	87%	89%	90%		↑	↑	0%		96	94	69
	5+ A*-C inc English & Maths	56%	53%	52%		↓	↓	↓	No	124	115	115
Key Stage 4	5+ A*-C	76%	61%	61%		↓	0%	↓	No	146	121	119
	Ebacc	17%	19%	20%		↑	↑	↓	Yes	129	124	116
	Expected Progress in English	68%	71%	68%		0%	↓	↓	No	108	94	93
	Expected Progress in Maths	65%	61%	65%		0%	↑	↓	Yes	130	119	95
	A*-C in English	66%	69%	65%		↓	↓	↓	gap is new	109	86	104
	A*-C in Maths	68%	65%	66%		↓	↑	↓	Yes	120	107	102
	Level 2	83%	85%					↓		109	78	
Post 16	Level 2 inc English & Maths	61%	63%					↓		105	105	
	Level 3	49%	51%					↓		133	121	
	Level 2 inc English & Maths, for those without it in Year 11	20%	21%					↑		26	22	
	A Levels - 3 grades at A*-E	70%	73%					↓		120	103	
	A Levels - 2 grades at A*-E	88%	90%					↓		127	101	

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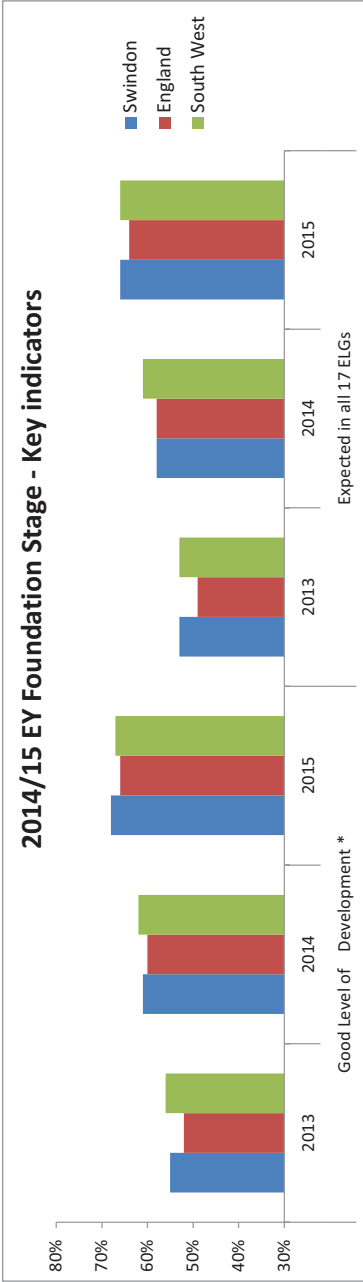
2014/15 EYFSP All Indicators Trend

APPENDIX 2

KEY INDICATORS
→

	Good Level of Development *			Expected in all 17 ELGs			ATPS in all ALL goals			Achievement Gap **		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Swindon	55%	61%	68%	53%	58%	66%	34.3	34.7	35.1	30.4%	28.5%	27.3%
England	52%	60%	66%	49%	58%	64%	32.8	33.8	34.3	36.6%	33.9%	32.1%
South West	56%	62%	67%	53%	61%	66%	33.8	34.4	34.9	31.7%	29.7%	28.1%

Difference to...	Previous year	Eng
GLD	7%pts	2%pts
All 17 ELGs	8%pts	2%pts
ATPS	0.5	0.8



AREA OF LEARNING
EXPECTED LEVEL+
→

	Communication and Language			Physical Development			Personal, Social and Emotional Development			Literacy		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Swindon	77%	80%	84%	85%	88%	90%	80%	84%	86%	65%	67%	71%
England	72%	77%	80%	83%	86%	87%	76%	81%	84%	61%	66%	70%
South West	76%	80%	82%	85%	87%	89%	79%	83%	85%	65%	68%	71%

Difference to...	Previous year	Eng
AOL COM	4%pts	4%pts
AOL PH	2%pts	3%pts
AOL PSE	2%pts	2%pts
AOL LIT	4%pts	1%pt
AOL MAT	3%pts	2%pts
AOL UTW	2%pts	4%pts
AOL EAD	2%pts	3%pts

	Mathematics			Understanding the World			Expressive Arts and Design		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Swindon	72%	75%	78%	83%	84%	86%	84%	86%	88%
England	66%	72%	76%	75%	80%	82%	78%	83%	85%
South West	70%	74%	77%	81%	84%	86%	83%	86%	88%

2014/15 EYFSP All Indicators Trend

APPENDIX 2

Area of Learning	Early Learning Goal	Swindon			England			South West		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Communication and Language	Listening and attention	86%	87%	89%	80%	84%	86%	83%	86%	88%
	Understanding	86%	87%	88%	81%	84%	85%	85%	86%	88%
	Speaking	83%	84%	87%	78%	82%	84%	82%	84%	88%
Physical Development	Moving and handling	88%	91%	92%	87%	89%	90%	88%	90%	91%
	Health and self-care	91%	92%	94%	88%	90%	91%	91%	92%	93%
Personal, Social and Emotional Development	Self-confidence and self-awareness	87%	90%	91%	85%	87%	89%	88%	89%	91%
	Managing feelings and behaviour	87%	88%	90%	83%	86%	87%	85%	87%	89%
	Making relationships	89%	90%	91%	85%	87%	89%	87%	89%	90%
Literacy	Reading	74%	77%	78%	71%	74%	76%	74%	77%	78%
	Writing	66%	68%	72%	62%	67%	71%	66%	69%	72%
Mathematics	Numbers	75%	76%	79%	69%	74%	77%	72%	76%	79%
	Shape, space and measures	82%	82%	84%	75%	79%	81%	80%	82%	84%
	People and communities	86%	87%	88%	81%	84%	85%	85%	87%	88%
Understanding the World	The World	87%	88%	89%	81%	83%	85%	86%	87%	88%
	Technology	92%	94%	94%	88%	90%	92%	91%	93%	94%
Expressive Arts and Design	Exploring using media and materials	88%	89%	91%	83%	86%	88%	87%	89%	90%
	Being imaginative	86%	88%	90%	81%	85%	87%	86%	88%	90%

Notes:

* Good Level of Development: Awarded Expected or Exceeding grade in all Prime Learning goals and all Literacy and Mathematics goals

** The percentage gap in achievement between the lowest 20 per cent of achieving children and the score of the median.

Published by the DfE's SFR 36/2015

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015>

EARLY
LEARNING
GOAL

EXPECTED
LEVEL +



Key Stage 1 Headline Indicators

APPENDIX 3

SUBJECT	Level 2+					Level 2B+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
READING															
Swindon	85	88	89	89	90	75	77	81	81	83	28	29	32	32	33
England	85	87	89	90		74	76	79	81		26	27	29	31	
South West	86	88	89	90		75	77	80	81		29	29	31	32	

SUBJECT	Level 2+					Level 2B+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
WRITING															
Swindon	81	85	87	86	88	62	65	71	71	74	13	14	16	17	20
England	81	83	85	86		61	64	67	70		13	14	15	16	
South West	82	84	86	87		62	65	68	70		14	14	16	16	

SUBJECT	Level 2+					Level 2B+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
MATHS															
Swindon	89	92	92	93	93	75	78	81	79	83	22	22	25	24	27
England	90	91	91	92		74	76	78	80		20	22	23	24	
South West	90	91	92	93		76	77	79	80		21	22	24	24	

SUBJECT	Level 2+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
SPEAKING & LISTENING										
Swindon	84	88	90	88	90	20	23	27	24	25
England	87	88	89	89		21	22	23	24	
South West	88	89	90	90		21	22	23	23	

SUBJECT	Level 2+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
SCIENCE										
Swindon	88	89	91	89	92	19	22	26	22	25
England	89	89	90	91		20	21	22	22	
South West	90	91	92	92		20	19	22	21	

COMBINED SUBJECT REA, WRI AND MAT	Level 2+					Level 2B+					Level 3+				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Swindon	n/a	82	85	84	86	n/a	62	67	67	71	n/a	10	12	12	15

Notes: 2015 figures are provisional

Diff to previous year?			Diff to England (2014)?		
at L2+	at L2B+	at L3+	at L2+	at L2B+	at L3+
↑ +1%	↑ +2%	↑ +1%	↑ +0%	↑ +2%	↑ +2%

Diff to previous year?			Diff to England (2014)?		
at L2+	at L2B+	at L3+	at L2+	at L2B+	at L3+
↑ +2%	↑ +3%	↑ +3%	↑ +2%	↑ +4%	↑ +3%

Diff to previous year?			Diff to England (2014)?		
at L2+	at L2B+	at L3+	at L2+	at L2B+	at L3+
↑ +0%	↑ +4%	↑ +3%	↑ +1%	↑ +3%	↑ +3%

Diff to previous year?			Diff to England (2014)?		
at L2+	at L3+		at L2+	at L3+	
↑ +2%	↑ +1%		↑ +1%	↑ +1%	

Diff to previous year?			Diff to England (2014)?		
at L2+	at L3+		at L2+	at L3+	
↑ +3%	↑ +3%		↑ +1%	↑ +3%	

Diff to previous year?			Diff to England (2014)?		
at L2+	at L2B+	at L3+	at L2+	at L2B+	at L3+
↑ +2%	↑ +4%	↑ +3%	↑ +2%	↑ +4%	↑ +3%

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Level 4 or above	Reading		Writing		Maths		Rea, Wri and Mat combined		English GPS		Science	
	LA	England	South West	LA	England	South West	LA	England	South West	LA	England	South West
2012	85%	87%	81%	80%	84%	85%	74%	75%	73%	87%	88%	89%
2013	86%	87%	84%	84%	84%	85%	75%	76%	74%	87%	88%	89%
2014	91%	89%	87%	85%	88%	86%	81%	79%	78%	88%	88%	89%
2015	89%	90%	87%	87%	88%	87%	81%	80%	81%	89%	89%	89%
Diff to 2014		-2%pts	0%pts	0%pts	0%pts	0%pts	0%pts	+2%pts	+3%pts	+1%pts	0%pts	0%pts
Diff to Eng		0%pts	0%pts	0%pts	0%pts	0%pts	0%pts	0%pts	+1%pts	+1%pts	0%pts	0%pts

Level 5 or above	Reading		Writing		Maths		Rea, Wri and Mat combined		English GPS		Science	
	LA	England	South West	LA	England	South West	LA	England	South West	LA	England	South West
2012	45%	48%	50%	29%	26%	29%	19%	20%	21%	37%	38%	39%
2013	45%	45%	47%	30%	31%	41%	20%	21%	46%	47%	37%	38%
2014	52%	50%	51%	35%	33%	43%	25%	24%	56%	52%	36%	39%
2015	51%	48%	50%	35%	36%	41%	23%	24%	55%	54%	36%	40%
Diff to 2014		-1%pt	+3%pts	0%pts	-1%pt	0%pts	-2%pts	-1%pt	-1%pt	-2%pts	-2%pts	-4%pts
Diff to Eng		+1%pt	+1%pt	0%pts	0%pts	0%pts	0%pts	0%pts	0%pts	0%pts	0%pts	0%pts

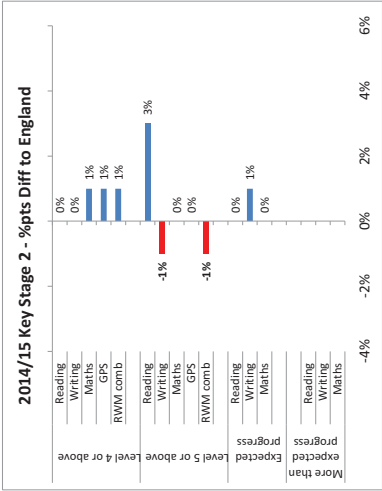
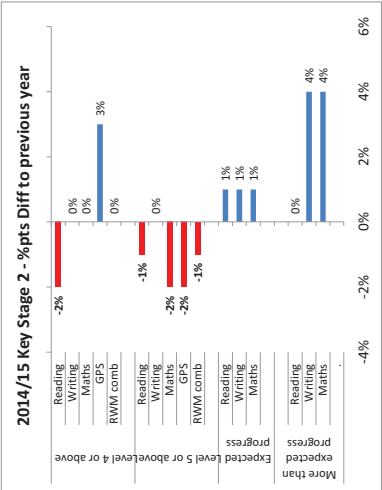
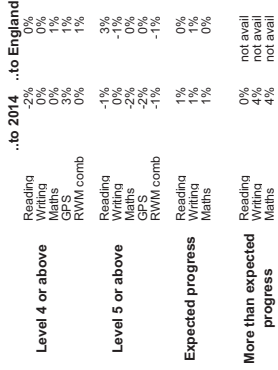
Secondary Readiness	Reading Level 4B+		Secondary Readiness combined Indicator*		English GPS Level 4B+	
	LA	England	South West	LA	England	South West
2012	74%	75%	76%	63%	64%	67%
2013	80%	78%	79%	69%	67%	68%
2014	81%	80%	81%	71%	71%	73%
2015	81%	80%	81%	78%	74%	72%
Diff to 2014		+1%pt	+1%pt	+7%pts	+3%pts	+5%pt
Diff to Eng		0%pts	0%pts	0%pts	0%pts	0%pts

Expected progress	Reading KS1-KS2 progress		Writing KS1-KS2 progress		Maths KS1-KS2 progress	
	LA	England	South West	LA	England	South West
2012	88%	90%	90%	90%	86%	87%
2013	86%	88%	92%	92%	87%	88%
2014	90%	91%	94%	93%	89%	89%
2015	91%	91%	95%	94%	90%	89%
Diff to 2014		+1%pt	0%pts	+1%pt	+1%pt	0%pts
Diff to Eng		0%pts	0%pts	0%pts	0%pts	0%pts

More than expected progress	Reading KS1-KS2 3+levels progress		Writing KS1-KS2 3+levels progress		Maths KS1-KS2 3+levels progress	
	LA	England	South West	LA	England	South West
2012	30%	30%	28%	30%	30%	31%
2013	34%	35%	31%	33%	30%	35%
2014	34%	34%	35%	35%	34%	35%
2015	34%	34%	35%	35%	34%	35%
Diff to 2014		0%pts	0%pts	0%pts	0%pts	0%pts
Diff to Eng		0%pts	0%pts	0%pts	0%pts	0%pts

Notes:
Secondary Readiness measure: proportion of pupils achieving a good level 4 (level 4B or higher) in each of Reading and Maths along with a level 4+ in Writing.
2015 results are provisional

2014/15 Key Stage 2 - Differences...



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Provisional Key Stage 4 results, 2014/15

APPENDIX 5

1. Headline indicator

5+ A*-C inc English and Maths	2011	2012	2013	2014	2015
LA	52%	53%	56%	53%	52%
National	58%	59%	61%	57%	56%
South West	58%	58%	60%	57%	57%

LA ranking England	131	133	124	115	115
LA ranking South West	14	14	14	14	13

2. Other main indicators

5+ A*-C	2011	2012	2013	2014	2015
LA	74%	77%	76%	61%	61%
National	81%	83%	83%	66%	66%
South West	77%	80%	80%	66%	66%

LA ranking England	144	140	146	121	119
LA ranking South West	15	13	15	15	14

EBacc	2011	2012	2013	2014	2015
LA	12%	14%	17%	19%	20%
National	15%	16%	23%	24%	24%
South West	17%	17%	23%	24%	23%

LA ranking England	105	83	129	124	116
LA ranking South West	14	12	15	15	13

3. Progress indicators

Expected Progress in English	2011	2012	2013	2014	2015
LA	71%	68%	68%	71%	68%
National	72%	68%	70%	72%	70%
South West	72%	67%	70%	72%	71%

LA ranking England	93	84	108	94	93
LA ranking South West	11	8	12	9	11

Difference from 2014	-1%
	0%



Key points

FIGURE IS DOWN 1%PT
NATIONAL AVERAGE ALSO DOWN BY 1%PT

Difference from 2014	0%
	0%
	0%



STATIC

Difference from 2014	1%
	0%
	-1%



CLOSED THE GAP TO NATIONAL / REGIONAL AVERAGES

Difference from 2014	-3%
	-2%
	-1%



SWINDON DROPPED AT A HIGHER RATE, ALTHOUGH LA RANKINGS HAS REMAINED THE SAME

Provisional Key Stage 4 results, 2014/15

APPENDIX 5

Expected Progress in Maths		2011	2012	2013	2014	2015
LA		56%	58%	65%	61%	65%
National		65%	69%	71%	66%	67%
South West		65%	68%	70%	66%	68%

Difference from 2014	
4%	
1%	
2%	



CLOSED THE GAP TO NATIONAL / REGIONAL AVERAGES

LA ranking England	138	144	130	119	95
LA ranking South West	15	15	14	14	11

4. Main subjects indicators

A*-C in English and Maths		2011	2012	2013	2014	2015
LA		53%	53%	58%	57%	55%
National		59%	60%	62%	59%	59%
South West		59%	58%	60%	59%	60%

Difference from 2014	
-2%	
0%	
1%	



SWINDON DROPPED AT A HIGHER RATE, MAINLY BECAUSE OF ENGLISH RESULTS

LA ranking England	128	132	117	101	112
LA ranking South West	14	14	13	12	13

A*-C in English		2011	2012	2013	2014	2015
LA		66%	67%	66%	69%	65%
National		69%	67%	69%	69%	68%
South West		70%	66%	68%	70%	69%

Difference from 2014	
-4%	
-1%	
-1%	



SWINDON DROPPED AT A HIGHER RATE

LA ranking England	110	80	109	86	104
LA ranking South West	13	8	13	9	12

A*-C in Maths		2011	2012	2013	2014	2015
LA		61%	61%	68%	65%	66%
National		65%	70%	72%	68%	68%
South West		65%	68%	71%	68%	69%

Difference from 2014	
1%	
0%	
1%	



CLOSED THE GAP TO NATIONAL / REGIONAL AVERAGES

LA ranking England	124	143	120	107	102
LA ranking South West	14	14	14	12	13

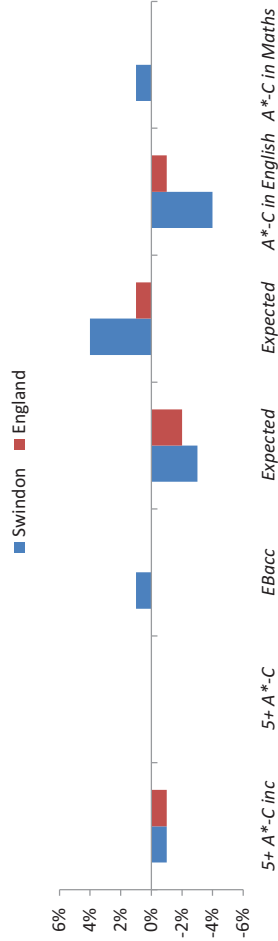
Provisional Key Stage 4 results, 2014/15 Summary

APPENDIX 5

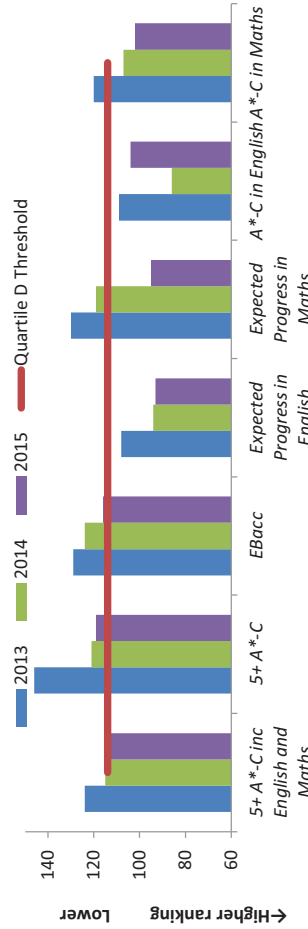
Percentage point change from previous year	Swindon	England
5+ A*-C inc English and Maths	-1%	-1%
5+ A*-C	0%	0%
EBacc	1%	0%
Expected Progress in English	-3%	-2%
Expected Progress in Maths	4%	1%
A*-C in English	-4%	-1%
A*-C in Maths	1%	0%

The key message from the table and the graph is that comparatively English has dropped further in Swindon while Maths recorded a greater improvement rate

Graph 1 - 2014/15 Key Stage 4 %pts change from previous year



Graph 2 - 2014/15 Key Stage 4 Swindon position among LAs in England



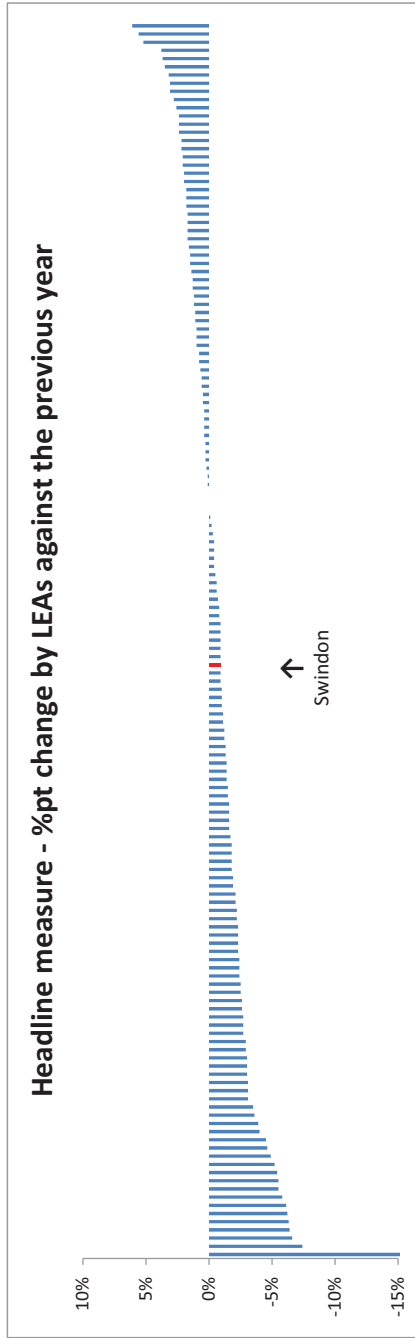
Over a 3 year-period all key indicators record improving rankings among LAs in England

Swindon position among LAs in England	2013	2014	2015
5+ A*-C inc English and Maths	124	115	115
5+ A*-C	146	121	119
EBacc	129	124	116
Expected Progress in English	108	94	93
Expected Progress in Maths	130	119	95
A*-C in English	109	86	104
A*-C in Maths	120	107	102

Orange cells denote performance among bottom 25% of LAs in England

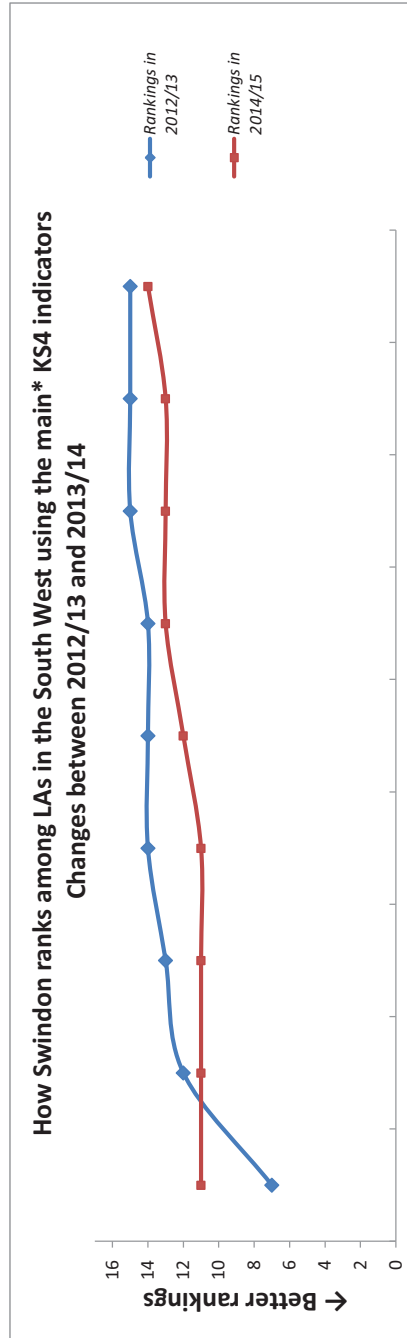
Changes by LEAs England

Local authorities' %pts change in the headline measure (5+ A*-C inc English & Maths GCSEs) against 2013/14 results



- Almost half (70) of local authorities in England recorded a greater drop in the headline measure than Swindon.
- On the other hand, around 50 have in fact improved their results

Ranking among regional LEAs - rankings change over a 3 year-period



- Regionally, Swindon improved rankings in most key indicators* over a 3-year period
- For the first time Swindon has no result featuring in the bottom ranking among LEAs in the South West
- Swindon nonetheless still has one of the lowest KS4 results in the South West

* The main indicators are: 5+A*-C inc E&M; 5+ A*-C; EBAcc; A*-C in English; A*-C in Maths; Progress in English; Progress in Maths; APS per pupil

2014/15 results are provisional

GROUPS OF PUPILS IN SWINDON:

2014/15 ATTAINMENT AND PROGRESS INFORMATION

DANIEL CORTICEIRO, PERFORMANCE ANALYST, OCTOBER 2015

Latest (2014/15) attainment and progress information for groups of pupils in Swindon, namely:

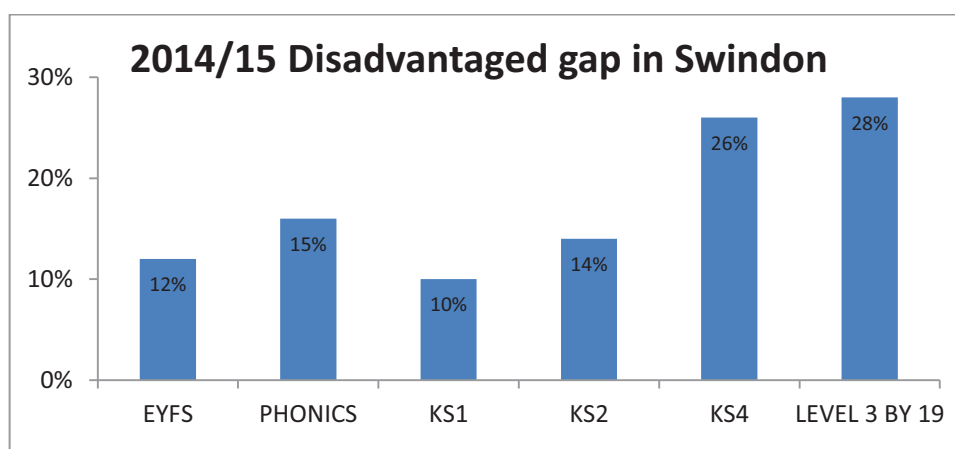
- Disadvantaged pupils
- SEN pupils
- Looked After children
- More Able pupils (those with high prior attainment)

This document includes **some** of the evidence used when assessing educational provision for these groups of pupils, although other important educational outcomes - such as school absence, school exclusions, participation at post-16 - are not covered here.

SECTION 1 – DISADVANTAGED PUPILS

The definition of Disadvantaged pupils varies across key stages in order to match official publications. Free School Meals eligibility is the definition used for EY Foundation Stage, Key Stage 1 and Post-16. Pupil Premium eligibility is the definition used for Key Stage 2 and Key Stage 4. *Note: the reason why the tables in annex cover the actual **gap** between disadvantaged pupils and their peers instead of covering the **performance** of disadvantaged pupils is because improvement in results does not necessarily reflect a narrowing gap.*

What is the Disadvantage attainment gap like in Swindon according to the latest figures **when looking at the expected attainment** in each stage?



Although with significant differences in all stages, the graph shows that the secondary and post-16 sectors have the greatest of challenges. And despite improvements in the last year or two, over time (say, a 4 year-period) there are stages where the disadvantage gap in Swindon is **not closing**.

Expected attainment by stage	Performance of disadvantaged pupils is improving?		Gap is closing over time? (4 year-period)		Gap closed against previous year?		Gap at least matches latest England's?	
EY Foundation Stage	YES		YES		YES		YES	
Year 1 Phonics	YES		NO		YES		NO	
Key Stage 1	YES		YES		YES		YES	
Key Stage 2	YES		YES		YES		YES	
Key Stage 4	NO		YES		YES		YES	
Level 3 by 19	YES		NO		NO		NO	

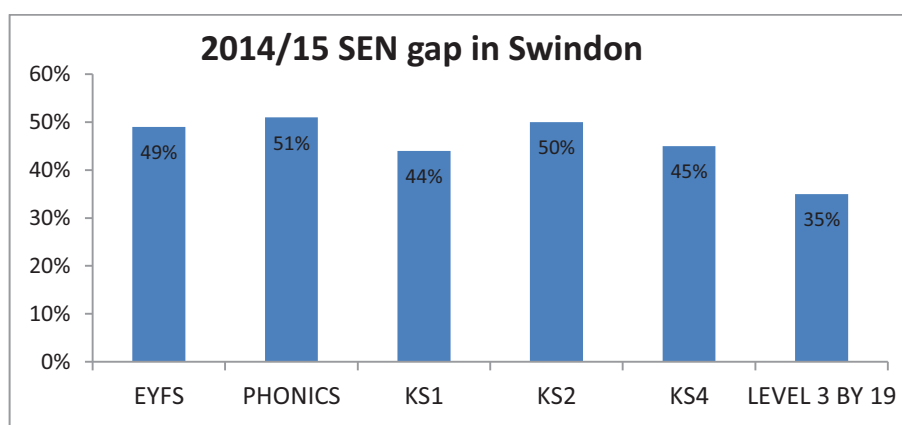
Internal data analysis suggests that the most pressing **local issues/challenges** are:

- A wider than average gap by Year 1 pupils achieving the standard in Phonics
- A wider than average gap in terms of Key Stage 4 pupils making expected progress in English
- A wider than average gap in terms of those that attain Level 3 qualifications by the age of 19
- A wider than average gap by highly able disadvantaged pupils at Key Stage 2 Reading & Maths

SECTION 2 – SEN PUPILS

SEN pupils in this document and in the tables in annex refer to all pupils recorded with any type of Special Educational Need, combining pupils with different SEN categories (SEN Support, Statement of SEN, and Education, Health and Care Plan) into one group. Further internal analysis provide break down figures by the different SEN types.

What is the SEN attainment gap like in Swindon according to the latest figures **when looking at the expected attainment** in each stage?



The attainment gap between SEN pupils and non-SEN pupils is consistently very high across all stages, with a less pronounced gap at post-16. What are FE providers doing differently given that the **gap is less significant at post-16** in comparison to all other stages?

In terms of the **performance of SEN pupils**, all stages record improving results for SEN pupils over a longer period of time (5 years), although at Key Stage 4 results have fallen in the last 2 academic years - although significant GCSE reforms introduced in the last 2 academic years need to be taken into consideration.

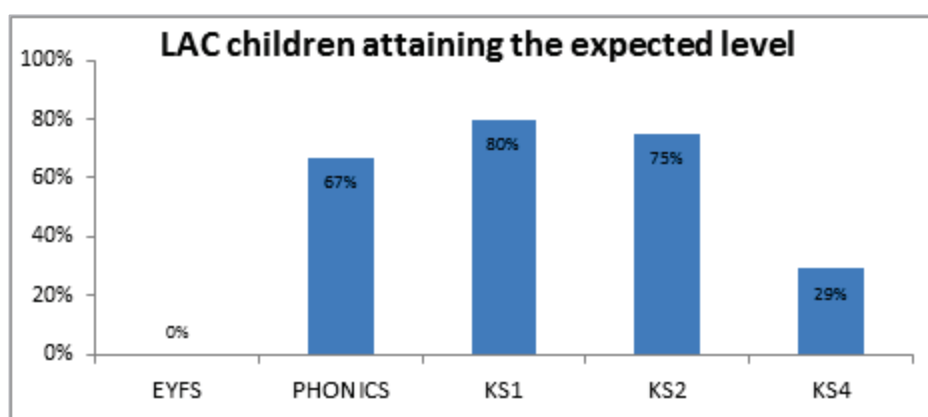
Comparatively, there are some stages and/or some subjects where the **attainment gap for SEN pupils is wider in Swindon than in England**, namely:

- At EY Foundation Stage: a slightly wider gap
- At Year 1 Phonics: a **considerably** wider gap
- English Progress at Key Stage 4: a slightly wider gap
- Maths Progress at Key Stage 4: a **considerably** wider gap

SECTION 3 – LOOKED AFTER CHILDREN

Comprehensive analysis of the educational outcomes by LAC children, including attainment and progress information, is produced once a year after the DfE publishes its official annual figures. The aim of this section is to provide *an introduction* to the attainment and progress made by LAC children in Swindon across the main indicators. *Note: figures presented here are for children that as at 31st of March were continuously looked after for at least 12 months - in order to match DfE's definition - and it differs from the definition used in Raiseonline.*

For those that Swindon LA is the corporate parent for, what is the performance by LAC children according to the latest figures **when looking at the expected attainment** in each stage?



LAC children have considerably lower attainment levels than their peers, in Swindon and nationally. Latest results however show **a much improved picture at most stages of Primary school**, although none achieved the Good Level of Development indicator at Early Years. Traditionally LAC children in Swindon have very low starting points and so tend to have higher progress figures than attainment figures, but there is not much distinction in this year's results. The difference in attainment between Key Stage 2 and Key Stage 4 is apparent.

Although no official figures for 2014/15 have been released yet, when comparing to England's previous year's figures **LAC children in Swindon have better attainment and progress** results in most indicators except at Reading Progress at Key Stage 2. Caution is obviously urged until official 2014/15 figures are published as figures for this group do vary year on year.

While two thirds of LAC children in Swindon in 2014/15 at the end of key stages had SEN, tables in annex show that those **LAC children without SEN had in fact very comparable results to all children** without SEN. Although very small numbers, 75% of LAC children without SEN achieved the expected attainment at Key Stage 2, and at Key Stage 4 83% of LAC children without SEN achieved the expected attainment level.

SECTION 4 – MOST ABLE

‘Most Able’ students are those with high prior attainment, so a group of students that are only applicable at Key Stage 2 and Key Stage 4 as prior attainment information is not available at other stages.

Most indicators show that over time Most Able pupils in Swindon are obtaining higher results. It is important to mention that Swindon has overall Key Stage 4 attainment and progress figures lower than in England, and so statistically it is likely that any sub-group (ie, the Most Able) will also have lower results than the national average.

At Key Stage 2

- X** % of Most Able pupils attaining Level 5+ in the key subjects is down by 2%pts and is now 1%pt below England
- X** % of Most Able pupils making the expected Progress in Maths is down by 3%pts and is now 4%pts below England
- ✓** On the other hand, expected Reading Progress was an area of concern in 2013/14 (when Swindon ranked 139th out of 150 LAs in England) but 2014/15 results recorded a 5%pts improvement and Swindon is now 1%pt above England
- X** And a different sub-group of the ‘Most Able’ at Key Stage 2 - those that are Disadvantaged - do not seem to be catching up with other ‘Most Able’ pupils and therefore the gap in most Key Stage 2 indicators for this group of students is actually **widening**.

At Key Stage 4

As mentioned, Key Stage 4 figures for the Most Able need to be analysed in the context that overall Key Stage 4 results in Swindon are below England’s results. Although national results for 2014/15 have not been published as yet, most indicators did not suggest a local issue with this group of students - not more than the differences in the performance of the ‘Middle Able’ and the ‘Low Able’ in Swindon in comparison to the national figures. Still:

- ✓** Attainment by the ‘Most Able’ at 5+ A*-C including English and Maths is up 2%pts and is now similar to the national average
- ✓** Expected Progress in Maths made by the ‘Most Able’ is up 8%pts and is now similar to the national average
- X** Expected Progress in English by the ‘Most Able’ is however down by 2%pts and is now 3%pts below the national average
- ✓** The Disadvantaged ‘Most Able’ have considerably closed the gap further to ‘Most Able’ non-disadvantaged pupils at Key Stage 4

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DISADVANTAGE ATTAINMENT GAP ACROSS ALL KEY STAGES

Key Stage	Indicator	SWINDON				ENGLAND				2014/15 analysis			Ranking of gap among LAs (2014/15)
		2012/13	2013/14	2014/15		2012/13	2013/14	2014/15		Narrower than in 2012/13?	Narrower than in 2013/14?	At least matching England's?	
EY Foundation Stage	Good Level of Development	21%	19%	12%		19%	19%		Yes	Yes	Yes		
	AOL Literacy	21%	19%	13%		19%	19%		Yes	Yes	Yes		
	AOL Mathematics	19%	17%	11%		18%	17%		Yes	Yes	Yes		
Key Stage 1 (inc Phonics)	Expected phonics decoding	15%	20%	15%		16%	16%	14%	No	Yes	No	105	
	Level 2 or above in Reading	11%	10%	7%		11%	12%	9%	Yes	Yes	Yes	44	
	Level 2 or above in Writing	13%	11%	9%		15%	14%	12%	Yes	Yes	Yes	27	
	Level 2 or above in Maths	7%	8%	5%		9%	9%	8%	Yes	Yes	Yes	26	
Key Stage 2	Level 4 or above in Reading	16%	9%	6%		11%	10%	9%	Yes	Yes	Yes		
	Level 4 or above in Writing	16%	11%	10%		13%	13%	11%	Yes	Yes	Yes		
	Level 4 or above in Maths	13%	9%	9%		11%	12%	10%	Yes	No	Yes		
	Level 4 or above in GPS	23%	17%	12%		17%	15%	13%	Yes	Yes	Yes		
	At least	8%	4%	4%		5%	4%	4%	Yes	No	Yes		
	Expected	5%	5%	3%		4%	3%	3%	Yes	Yes	Yes		
	Progress	7%	5%	6%		6%	5%	5%	Yes	No	No		
	More than	3%	no gap	no gap					Yes	Yes			
	Expected	8%	3%	7%			not available		Yes	No			
	Progress	9%	9%	10%					No	No			
Key Stage 4	5 or more A*-C inc English & Maths	27%	27%	26%		27%	28%		Yes	Yes	Yes		
	Expected English Progress	23%	21%	19%		19%	17%		Yes	Yes	No		
	Expected Maths Progress	26%	22%	23%		23%	23%		Yes	No	Yes		
Post-16	Level 2 by 19	19%	16%			16%	17%		Yes		Yes		
	Level 2 inc English & Maths by 19	31%	27%			27%	27%		Yes		Yes		
	Level 3 by 19	28%	28%			24%	25%		No		No		

FSM eligibility is the definition of disadvantage for EYFS, KS1 and Post-16
Pupil Premium eligibility is the definition of disadvantage for KS2 and KS4

ATTAINMENT GAP FOR HIGH ATTAINING DISADVANTAGED PUPILS

2014/15 analysis

Key Stage	Indicator	SWINDON				ENGLAND		
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Is narrowing against 2012/13?
High Attainers Disadvantage gap at KS2 **	Level 5 or above in Reading	6%	14%	8%				No
	Level 5 or above in Writing	15%	13%	10%				Yes
	Level 5 or above in Maths	7%	10%	12%		not		No
	Level 5 or above in GPS	7%	6%	8%		available		No
	Expected Reading Progress	7%	7%	9%				No
	Expected Writing Progress	9%	1%	0%				Yes
	Expected Maths Progress	1%	6%	10%				No



PLEASE NOTE IN ATTAINMENT TERMS, HOWEVER, THAT ATTAINMENT FOR THE MOST ABLE DISADVANTAGED PUPILS HAVE IMPROVED OVER TIME.
FOR EXAMPLE, IN TERMS OF MOST ABLE DISADVANTAGED PUPILS ACHIEVING LEVEL 5+ IN COMBINED SUBJECTS OF READING, WRITING AND MATHS:

2012/13	2013/14	2014/15
43%	51%	51%

2014/15 analysis

Key Stage	Indicator	SWINDON				ENGLAND		
		2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Is narrowing against 2012/13?
High Attainers Disadvantage gap at KS4 **	5 or more A*-C inc English & Maths	14%	11%	9%				Yes
	Expected English Progress	14%	19%	16%		not		No
	Expected Maths Progress	21%	18%	10%		available		Yes

Notes

** Key Stage 2: pupils with higher ability are those above the expected level at Key Stage 1, ie at Level 3 or above (using APS method)

** Key Stage 4: pupils with higher ability are those above the expected level at Key Stage 2, ie at Level 5 or above (using APS method)

Pupil Premium eligibility is the definition of disadvantage for KS2 and KS4

SEN ATTAINMENT GAP ACROSS ALL KEY STAGES

Key Stage	Indicator	SWINDON				ENGLAND				2014/15 analysis		
		2012/13	2013/14	2014/15	2014/15	2012/13	2013/14	2014/15	2014/15	Is narrowing over a period of time?	At least matching England's?	Ranking of gap among LAs (2014/15)
EY Foundation Stage	Good Level of Development	46%	51%	49%	42%	47%				No	No	
	AOL Literacy	50%	51%	45%		not avail				Yes	n/a	
	AOL Mathematics	45%	45%	44%		not avail				Yes	n/a	
Key Stage 1 (inc Phonics)	Required standard of phonics decoding	45%	47%	51%	44%	43%	44%			No	No	
	Level 2 or above in Reading	38%	39%	34%	38%	37%	37%	37%		Yes	Yes	
	Level 2 or above in Writing	43%	45%	40%	45%	44%	44%	44%		Yes	Yes	
	Level 2 or above in Maths	32%	31%	24%	30%	30%	31%	31%		Yes	Yes	
										Yes	Yes	
Key Stage 2	Level 4 or above in Reading	38%	32%	32%	36%	33%	36%	36%		Yes	Yes	
	Level 4 or above in Writing	55%	44%	42%	49%	45%	45%	45%		Yes	Yes	
	Level 4 or above in Maths	40%	34%	35%	38%	36%	39%	39%		Yes	Yes	
	Expected Reading Progress		16%	17%		15%	19%	19%		No	Yes	
	Expected Writing Progress		15%	13%		14%	15%	15%		Yes	Yes	
	Expected Maths Progress		17%	16%		20%	20%	20%		Yes	Yes	
Key Stage 4	5 or more A*-C inc English & Maths	35%	41%	46%	47%	45%				No	Yes	
	Expected English Progress	25%	30%	29%	31%	28%				No	No	
	Expected Maths Progress	25%	30%	41%	37%	36%				No	No	
Post-16	Level 2 by 19	31%	24%		28%	26%				Yes	Yes	
	Level 2 inc English & Maths by 19	45%	45%		44%	45%				No	Yes	
	Level 3 by 19	36%	35%		37%	37%				Yes	Yes	

Notes

SEN includes all pupils with SEN types (SEN support, SEN Statement and EHC Plan)

LOOKED AFTER CHILDREN ATTAINMENT AND PROGRESS ACROSS ALL KEY STAGES - **BY SEN STATUS**

A DIFFERENT STORY, HOWEVER, FOR LAC CHILDREN WITHOUT SPECIAL EDUCATIONAL NEEDS AS AROUND 3/5 OF LAC CHILDREN HAVE A SEN.

Key Stage	Indicator	2014/15 results	
		ALL LAC CHILDREN	LAC WITH NO SEN
Key Stage 2	RWM at Level 4+	63%	75%
	Expected Reading Progress	71%	75%
	Expected Writing Progress	86%	100%
	Expected Maths Progress	86%	100%
Key Stage 4	5 or more A*-C inc English & Maths	29%	83%
	Expected English Progress	53%	100%
	Expected Maths Progress	31%	80%

→ **Some** change in performance when excluding LAC children with SEN

→ **Huge** change in performance when excluding LAC children with SEN

- Notable differences in the attainment and progress of LAC children at Key Stage 2 when those that have SEN are excluded. At Key Stage 4, however, the differences are enourmous.
- This hopefully demonstrates that there are also other important factors behind lower than average attainment outcomes for this group

Notes: LAC children looked after as at 31st March continuously for at least 12 months
 There is a difference between DfE's outcomes for LAC children definition and Ofsted's Raiseonline. I have followed the DfE's definition and so all figures relate to LAC children that Swindon LA is the corporate parent for.

MOST ABLE

Most Able students are those with high prior attainment. So at:

- **Key Stage 2:** pupils with higher ability are those above the expected level at Key Stage 1, ie at Level 3 or above (using APS method)
- **Key Stage 4:** pupils with higher ability are those above the expected level at Key Stage 2, ie at Level 5 or above (using APS method)

Swindon England Provisional 2014/15 analysis ↗

Key Stage	Indicator	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	Against 2013?	Against 2014?	Against England?	LA rankings 2013/14
Key Stage 2	Level 5+ Rea, Wri and Mat comb.	58%	68%	66%	63%	67%	67%	↑ 8%	↓ 2%	↓ 1%	76
	At least										
	Expected	87%	88%	93%	89%	92%	92%	↑ 6%	↑ 5%	↑ 1%	139
	progress	94%	96%	98%	94%	95%	96%	↑ 4%	↑ 2%	↑ 2%	71
	in Maths	91%	93%	90%	93%	94%	93%	↓ 1%	↓ 3%	↓ 3%	111
	in Reading	8%	8%	7%				↓ 1%	↓ 1%		n/a
Key Stage 4	More than										
	Expected	36%	36%	39%		not available		↑ 3%	↑ 3%		n/a
	progress	37%	39%	40%				↑ 3%	↑ 1%		n/a
	in Maths										
	in English	92%	90%	92%	95%	93%		0%	↑ 2%	↓ 1%	121
	in Maths	82%	85%	83%	86%	86%		↑ 1%	↓ 2%	↓ 3%	77
Key Stage 4	At least										
	Expected	82%	85%	83%	86%	86%		↑ 3%	↑ 8%	0%	133
	progress	82%	77%	85%	88%	85%					

Notes:

Key Stage 4 differences against previous years need to take into consideration significant changes introduced to Performance Tables since 2013/14

Cells in orange show Swindon ranked in the bottom quarter (25%) of LAs in England

PERMANENT EXCLUSIONS AS PERCENTAGE OF SCHOOL POPULATION

	2010/11	2011/12	2012/13	2013/14
Primary	Swindon	0.01	0.00	0.00
	England	0.01	0.02	0.02
	South West	0.01	0.01	0.02
Secondary	Swindon	0.11	0.13	0.09
	England	0.13	0.14	0.12
	South West	0.10	0.11	0.12
Special	Swindon	0.00	0.00	0.00
	England	0.12	0.09	0.07
	South West	0.09	0.00	0.09
ALL SCHOOLS	Swindon	0.05	0.05	0.04
	England	0.07	0.07	0.06
	South West	0.06	0.06	0.07

↗
Ranking
of LAs in England
by highest figures

ALL SCHOOLS

119

83

AVERAGE NUMBER OF DAYS LOST PER FIXED TERM EXCLUSION

	2010/11	2011/12	2012/13	2013/14
ALL SCHOOLS	Swindon	3.6	3.8	3.9
	England	4.5	4.4	4.2
	South West	4.1	4.0	3.9

↗
Ranking
of LAs in England
by highest figures

ALL SCHOOLS

104

128

* Note on ranking of LAs in England - LAs with highest exclusion figures are ranked 1st
Source: Department for Education, Statistical First Release 27/2015
<https://www.gov.uk/government/collections/statistics-exclusions>

FIXED TERM EXCLUSIONS AS PERCENTAGE OF SCHOOL POPULATION

	2010/11	2011/12	2012/13	2013/14
Primary	Swindon	0.5	0.7	0.9
	England	0.9	0.9	0.9
	South West	1.0	1.1	1.1
Secondary	Swindon	6.9	9.2	8.7
	England	8.4	7.9	6.8
	South West	7.4	6.6	5.6
Special	Swindon	23.2	38.3	49.0
	England	15.7	15.4	14.7
	South West	22.8	22.7	19.9
ALL SCHOOLS	Swindon	3.5	4.8	4.7
	England	4.3	4.1	3.5
	South West	4.2	3.8	3.5

↗
Ranking
of LAs in England
by highest figures

ALL SCHOOLS

Primary

58

85

Secondary

29

26

Special

6

5

20

22

SUMMARY

- Slightly higher Permanent exclusions, but below comparative figures
- Modest increase in Fixed Term exclusions. Considerably higher Fixed Term exclusions at Secondary and Special schools
- However, fewer days lost per excluded pupil

Orange cells show Swindon ranked among 25% of LAs for highest exclusions, ie poor performance
Green cells show Swindon ranked among 25% of LAs for lowest exclusions, ie good performance

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Education Strategy Board

The Education Strategy Board has a long-term role as an overarching body taking collective responsibility for all children and young people in Swindon ensuring consistently high outcomes by co-ordinating the work of all educational organisations in the area engaged in raising standards and improving outcomes for children and young people;

Accountability & Membership/Attendance	Terms of reference	What it does	How it does it	Links to other groups
<p>Accountability:</p> <p>Reporting to Health & well Being Board</p> <p>Scrutinised by C&YP Scrutiny Committee</p> <p>Chair: Regional Schools Commissioner Sir David Carter</p> <p>Members: DCS - John Gilbert (Temp) Head of Education - Peter Nathan Head of Children, Families & Community Health - Karen Reeve - Commissioner for Education - Gill Ilic SAPH - Simon Cowley/Jo Garton ASSSH -Mags Clark - SASH - Steve College - White Horse Federation - Nick Capstick</p>	<ul style="list-style-type: none"> Develop a compelling and distinctive educational vision for Swindon that is shaped by schools, colleges, employers and the wider community. Define and own Swindon's improvement challenge, expressed in ambitious and stretching targets over the medium term for quality, attainment and progress, for which schools, working collaboratively, will be held to account. Develop a self-improving schools framework, based on formal collaborative partnerships between schools, with collective accountability for ambitious shared educational outcomes for all children and young people within the area. Establish a planned change programme to promote the different leadership behaviour required to move from current school improvement arrangements to a self-improving school system. 	<ul style="list-style-type: none"> Takes a leading role to champion the implementation of improvement in school standards. Takes a leading role in the implementation of the framework for improvement. Oversee and co-ordinate school-to-school support in partnership with other school improvement agencies. Develop leadership capacity, including system leadership, and succession planning at all levels. Encourage constructive conversations about the performance and health of the wider educational system. Undertake a systematic analysis of the learning needs of schools. Link with regional and 	<p>Meets half-termly usually for the first year initially.</p> <p>June September November January March July</p> <p>Members should always appoint a substitute representative where necessary</p>	<p>Links to other groups</p> <p>SASH SAPH ASSSH Corporate Board Schools Forum Cross Phase HTs Teaching School Strategic Board RPA Strategy Group Skills and Employment Board Regional School Commissioner HMI Health & Well Being Board National College LSCB SACRE SWLSS SEND Board</p>

<p>NCTL - Keith Deffer Governor – Peter Firth FE - Andrew Miller Expert Witnesses as requested</p>	<ul style="list-style-type: none"> • Adopt and develop strategies and practices that seek to improve pupil health and wellbeing, leading to improved benefits for whole-school effectiveness as well as for individual pupils. • Oversee the implementation of specific projects to bring about improvement across the Borough and agree accountabilities. • Ensure effective analysis of data and data reports to support the school improvement priorities. • Ensures there is a performance management and quality assurance framework in place to support monitoring of progress 	<p>national institutions in order to set data benchmarks and learn from best practice.</p> <ul style="list-style-type: none"> • Oversees performance and ensures barriers to implementation including service delivery. 	
----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Roles and responsibilities

Stakeholder relationship to the Swindon Education Board and to other stakeholders will be determined by the agreements in place with the members that they represent.

The role of the Local Authority:

The role of the local authority is to champion excellence in all schools and to promote high standards and championing excellence, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern :

- Understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervene; intervene early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least "good"
- Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools
- Build strong working relationships with education leaders in their area and encourage high calibre school leaders to support and challenge others.
- Delegate funding to the frontline, so that as much as possible reaches pupils
- Enable maintained schools to purchase from a diverse market of excellent providers and signpost where schools can access appropriate support
- Secure strong leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors

- Seek to work constructively with academies and alert the Department for Education (through the RSC) when they have concerns about standards or leadership in an academy
- To be responsible for those children and young people (under age 25) in its area who have, or may have, special educational needs (SEN) and must exercise its functions to identify children and young people with SEN. These SEN duties apply regardless of where the child is educated
- To have overarching duties under the Children Act 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated or found

The role of the Teaching Schools:

The teaching schools will identify and coordinate expertise from their alliances, using the best leaders and teachers to:

- Play a greater role in training new entrants to the profession
- Lead peer to peer professional and leadership development
- Identify and develop leadership potential
- Provide support for other schools
- Designate and broker specialist leaders of education
- Engage in research and development

The role of the National College (in the support of the Board):

- Enabling successful school leaders and governors to take on a lead role in school-to-school support to improve the performance of other schools
- Be an enabler, acting a conduit for intelligence to the Broad from the College

The role of schools giving support:

- Deliver school-to-school support as agreed, including through local hubs, and in accordance with each school's priorities
- Report progress regularly
- Share their expertise and best practice with colleagues to improve outcomes

Schools receiving support:

- Be open to advice and support given, making available data, information and resources needed to address the agreed areas for improvements.

Expert Witnesses:

- To provide additional expert guidance relating to excellent educational practice to inform policy, practice and strategies to further raise standards.

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Improving Educational Outcomes in Swindon

Action plan to address issues identified by Ofsted in its inspection of the local authority arrangements to support school improvement

Date: October 2015

**Children Services
Swindon Borough Council**

Ofsted Inspection findings December 2014

Areas for Improvement	What needs to improve further?	Pages
1	Set out the roles and responsibilities of different stakeholder groups involved in school improvement so that they work cohesively together.	3/4
2	Increase accountability by implementing the proposed Education Improvement Strategy Board and setting out the incremental improvement necessary to improve educational provision in Swindon, especially for disadvantaged and the most able pupils.	5
3	Check rigorously the quality and effectiveness of the support brokered to maintained schools so that improvement is more consistent and the proportion of good or outstanding maintained schools exceeds the national average.	7
4	Ensure that concerns about standards and leadership in academies are referred promptly and directly to the Regional Commissioner for Schools so that standards rise at the end of Key Stage 4 and all secondary pupils have access to education that is at least good.	8

Activity	Pages
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- Appendix 1: Incremental improvement in standards - data set 2016 -18
- Appendix 2: Inspection outcomes for maintained primary schools.

CONTEXT STATEMENT

This action planned is being revised at the request of Ofsted in October 2015. Much has happened since the LASI in November 2014 and this is reflected in the revised plan. A new Head of Education took up his post in May 2015 and he has appointed two Education Commissioners to post. One of these took up her role in September and a second appointment will take up post permanently in February 2015 although she is working on secondment with the local authority currently. A Head of SEN has also been appointed to provide strategic leadership in this key area and the Looked After Children's Service has been reorganised. The Education Strategy Board chaired by the Regional Schools Commissioner, has had two successful meetings with the first taking place in July. This established membership and set the parameters for the group. The second took place in September when school outcomes were reviewed and several schools attended to discuss their outcomes and how they were going to improve further. A further aspect of this meeting was to identify schools in need of support and ensure that appropriate school support and improvement strategies were in place. A further 4 meetings will take place this academic year with the next being in November.

A strong partnership is being established with the two teaching schools and also the Regional Schools Commissioner's Office. The teaching school is already leading some school to school support arrangements in a number of schools both primary and secondary. External support is also being sourced from outstanding schools to some of the stand-alone secondary academies and to local authority schools whose outcomes need to improve. Local authority advisers are continuing their work with maintained schools and also academies and have facilitated strong partnerships such as with the Local Authority's only school which is in special measures. This is in both primary and secondary phases – for example a review of teaching and learning took place at an academy secondary school and was led by the Local Authority with 2 local headteachers and a deputy principal (all of whom are Ofsted inspectors). The Local Authority with the RSC are working together to promote MATs particularly for stand-alone secondary academies to build capacity and improve outcomes.

The teaching school and the local authority are working together to further develop leadership capacity through CPD, improving communications and creating a climate of focusing on outstanding education. A new headteachers' induction event was held for the first time for 5 years and this will lead on to further development programmes as a result. A headteachers' briefing event was also held and attended by 95 delegates – the vast majority of schools attended – and this will be a regular event. Part of the focus of this meeting was what the outstanding criteria in the new Ofsted evaluation schedule expects. There was also a similar well attended event for governors. It is recognised that there is a lot to do to improve outcomes in Swindon schools but a strong contribution is starting to be made by all partners in the process.

- Incremental improvement in standards - Appendix 1: data set 2016-18

- Incremental improvement in standards - Appendix 1: data set 2016- 18
- Stakeholders have clear understanding of roles and responsibilities and their part in working together and actively engage in school improvement.

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		<ul style="list-style-type: none"> Scrutiny Ctte to review school outcomes earlier (December) in Ctte cycle to ensure that appropriate actions can be taken Revise our strategy for risk assessing schools, to include performance indicators for national priorities e.g. more able, disadvantaged pupils Revise the visit pattern to match that of the new Ofsted 'Common Inspection Framework' Clearly identify incremental improvement, across a range of measures and over time, using current and future national indicators e.g. for end of phase, Ofsted grades Create a Swindon Governing Bodies Association to effectively represent governance in both maintained and academy schools and to support governor development. 			<ul style="list-style-type: none"> Change agreed with Scrutiny Chair and data made available Revisions to risk assessment strategy Pattern of visits completed Ambitious targets set for end of phase & Ofsted outcomes and reviewed by ESB Governor services to work with governors to create organisation 		
1.2	Secure agreement and commitment of all stakeholders	<ul style="list-style-type: none"> Disseminate and consult on the draft revision of the EIS e.g. through headteacher groups – SASH, SAPH, ASSSH, the Educational Strategy Board (ESB), 	Head of Education	November 2015	<ul style="list-style-type: none"> Consultation completed Revisions completed 	End of February 2016	

IMPACT STATEMENT – KEY ISSUE ONE

Success criteria will have been met with an improvement in standards as identified in appendix 1. The Education Improvement Strategy will be in place and stakeholders will know and understand their roles. This will be evidenced by:

- The teaching school working effectively with the local authority in school to school support to raise standards and Ofsted gradings targeting schools causing concern.
- A strong working relationship being in place with the RSC to identify, work with and support academy schools which are RI or at risk
- Headteachers of outstanding and strongly good schools working in partnership with schools in need of support as appropriate. For example to support leadership and management and/or key curriculum areas.
- Headteacher groups such as SASH, SAPH and ASSSH having an effective school improvement agenda and working with appropriate partners to develop RIG projects for example focusing on raising the achievement of disadvantaged pupils, more able pupils.
- Effective arrangements in place to support, develop and improve governance through school to school support and through the Swindon Governors Association.
- The SEND board working effectively with all schools to ensure that SEN pupils have good provision and achieve well.
- EOTAS, the Tuition Service and LACES have effective relationships with all schools ensuring that the most vulnerable pupils attend school, have excellent provision and achieve well.
- The local authority Quality and Performance Review Group monitoring outcomes on a bi-monthly basis to ensure strategy effectiveness.

Areas for Improvement 2: Increase accountability by implementing the proposed Education Strategy Board and setting out incremental improvement necessary to improve educational provision in Swindon, especially for disadvantaged and the most able pupils

Success Criteria:

- Incremental improvement in standards - Appendix 1: data set 2016 - 18

Ref	Objectives	Specific Actions	Lead	Start date	Milestones with dates	RAG rating
2.1	Establish the Education Strategy Board (ESB)	<ul style="list-style-type: none"> • Scope out the terms of reference and membership of the ESB • Secure an external ESB Chair • Gain corporate commitment to the programme to address key priorities for Swindon children and young people with secure links to both the Corporate Plan and Education Improvement Strategy (see priority 1) • Share baseline data with all partners on ESB to scope the improvement needed – data to include all assessment outcomes and Ofsted grade outcomes • Agree year plan of meetings including meeting structure – 2015/16 	DCS/Head of Economy & Skills DCS DCS/ Head of Education (from 05/15) Head of Education Chair of ESB/Head of Education	1 November 2014 February 2015 October 2015 September 2015 July 2015	<ul style="list-style-type: none"> • Terms of reference and membership agreed • ESB chair secured • Included as a priority in 2015-16 Corporate Plan • ESB Strategic plan completed • Report to Quality Performance Review group 	Green

Ref	Objectives	Specific Actions	Lead	Start date	Milestones with dates	RAG rating
2.2	The ESB ensures that the appropriate support is in place for Swindon schools causing concern and that the impact of the support is monitored for impact (and revised if needed).	<ul style="list-style-type: none"> Agendas agreed with RSC to ensure appropriate focus Up to date data provided to ensure validity and accuracy of decision making Schools invited to ESB to share reasons for outcomes and future plans and/or support needed. Partners clear about specific roles in school improvement in identified schools 	Chair of ESB with Head of Education	July 2015	<ul style="list-style-type: none"> Partners evaluation of role of ESB is of high value and impact ESB meetings reduce to 1 per term as all are much clearer about roles and need for scrutiny lessens. 	July 2016 September 2016-17
2.3	The impact of specific projects for specific groups is quality assured robustly by the ESB so that provision improves rapidly for targeted children and young people	<ul style="list-style-type: none"> The ESB to oversee the performance and impact of specific projects targeted at areas of priority e.g. KS4 provision and performance; outcomes for disadvantaged & most able pupils through detailed audit of provision 	ESB Chair	November 2015	<ul style="list-style-type: none"> Un-validated data impact evaluated (primary October 2015/secondary November 2015) Validated data evaluated 	End of November 2015 End of February 2016

IMPACT STATEMENT – KEY ISSUE TWO

The ESB will be functioning effectively and playing a full part in ensuring that outcomes in Swindon schools are improving, particularly in the secondary phase. It will ensure that all partners are engaged in the school improvement process and that all schools including academies that are in need of support and challenge receive this. The ESB will monitor the support provided to ensure it has impact and will alter the support and challenge provided if required. The ESB will ensure that there is a strong partnership between all key stakeholders and ensure direct communication with the RSC as regards academies.

Areas for Improvement 3: Check rigorously the quality and effectiveness of the support brokered to maintained schools so that improvement is more consistent and the proportion of good or outstanding maintained schools exceeds the national average (Appendix 2)

Success Criteria:

- The percentage of maintained schools judged as good or better is above the national average by July 2017

Ref	Objectives	Specific Actions	Lead	Start date	Impact Milestones with dates	RAG rating
3.1	All support, brokered by the LA to schools, is effective	<ul style="list-style-type: none"> • Audit of school needs using outcomes data, inspection outcomes, governance information (including website audits), school visits and local information • Strong partnerships in place with Teaching School, NLEs, NLGs, external advisers, outstanding (and strongly good) headteachers. • Match support to school's needs through discussions with ESB & teaching school and prioritisation meetings • QA the impact of support through SIA visits and school reviews,, regular meetings with teaching schools, feedback from headteachers and governors and the monitoring of documentation • Carry out joint visits with the support partners • Provide targeted CPD, as required. 	Head of Education with Commissioners for Education	September 2015	<p>All Ofsted reports highlight the strong contribution of LA support to individual schools as appropriate.</p> <p>Externally commissioned review (September 2016) highlights the improvement in brokered support and its strong impact.</p> <p>By July 2016, proportion of good or better schools is close to or matches the national average.</p>	As inspections take place September 2016 July 2016

IMPACT STATEMENT – KEY ISSUE 3

Local authority support for school improvement is highly valued by schools and is of high quality with a high level of trust. This includes direct advice and support and brokered support through the teaching school and other routes. This is validated by external scrutiny and internal headteacher and governance scrutiny. The school improvement strategy is based on quality data gathering and analysis, Ofsted outcomes and internal school reviews and other local information leading to considered and high impact actions. Outcomes in inspections will be close to or match the national average by July 2016 and be above the national average by July 2017.

Areas for Improvement 4: Ensure that concerns about standards and leadership in academies are referred promptly and directly to the Regional Commissioner for Schools (RSC) so that standards rise at the end of KS4 and all secondary pupils have access to education that is at least good

- Incremental improvement in standards - Appendix 1: data set 2016 -18
- The proportion of secondary students attending a good or better school matches the national proportion by July 2017
- All secondary schools are judged by Ofsted good or better by July 2018

Ref	Objectives	Specific Actions	Lead	Start date	Impact Milestones with dates	RAG rating
4.1	The Regional Schools Commissioner (RSC) is fully informed about the performance of Swindon academies so that he can take robust action	<ul style="list-style-type: none"> • Education Strategy Board in place with 5 meetings planned for 2015/16 • Data shared openly in ESB meetings so that schools outcomes can be discussed individually and actions to support schools shared and monitored for impact, • Key schools invited to ESB to share outcomes and school strategies for improvement • LA to formally write to RSC about academies that are underperforming. • LA/RSC to carry out risk assessments/school reviews of schools causing concern to ensure the areas for improvement are clear so that appropriate actions can be taken – e.g. on governance. 	Head of Education	July 2015	<ul style="list-style-type: none"> • Records of meetings show that strengths and weaknesses have been shared • Minutes from ESB show the Chair/LA is driving school improvement strategy • RSC formally written to where 	On-going from Summer term 2015 July 2015 September 2015

	<ul style="list-style-type: none"> Regular meetings in place with Teaching School and RSC sub-regional chair to ensure actions are being taken to address schools causing concern. 				academies are causing concern and warning notices may be required.	
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IMPACT STATEMENT – KEY ISSUE 4

The Education Strategy Board is working very effectively chaired by the RSC. The RSC is very clear about academy school performance enabling him to take effective action to improve schools causing concern. This will include the use of support within and external to Swindon. The LA will formally notify the RSC of academies that are causing major concern.

Monitoring and Evaluation				
Who	When	Focus	Evidence	
Head of Education and Quality Performance Review Group (chaired by the DCS)	6 x per year	<ul style="list-style-type: none">Formal review of the action plan with stakeholders and written report to DCS and Lead Member	The QPR minutes demonstrate that the review group have rigorously challenged Officers about the pace of improvement, including through the use of interim milestones	
Swindon Borough Council Health, Adults and Children's Services Overview and Scrutiny Cttee	3 x per year	<ul style="list-style-type: none">Review of School standards. Review of ESB impact and effectiveness.	The minutes from the meeting demonstrate that Elected Members have rigorously challenged LA Officers about the pace of improvement,	
Swindon Borough Council Health & Well Being Board	5 x per year	<ul style="list-style-type: none">Review of action plan and status of milestones	The minutes from the meeting demonstrate that Elected Members have rigorously challenged LA Officers about the pace of improvement, including through the use of interim milestones	
Resources				
NCTL funding for projects lead by the Teaching Schools and National Leaders of Education				
Deployment of resources identified by the RSC				

Glossary	
CPD	Continuing professional development
DCS	Director Children Services
DfE	Department for Education
EIS	Education Improvement Strategy
ESB	Education Strategy Board
LA	Local Authority
LACES	Looked after children education service
NCTL	National College for Teaching and Leadership
NLE	National Leader of Education
NLG	National Leader of Governance
QA	Quality Assure
QPR	Quality Performance Review (group)
RSC	Regional Schools Commissioner
SBC	Swindon Borough Council
SIA	School Improvement Adviser

School Absence statistics: Terms 1 to 4 (Autumn and Spring terms)

APPENDIX 12

Overall Absence - Primary	2012/13 T1-4	2013/14 T1-4	2014/15 T1-4
Swindon	4.6%	3.6%	3.9%
England	4.8%	3.9%	4.0%
South West	4.9%	3.9%	4.0%

Persistent Absenteeism Primary	2013/14 T1-4	2014/15 T1-4
Swindon	2.4%	2.5%
England	2.8%	2.7%
South West	2.5%	2.4%

Overall Absence - Secondary	2012/13 T1-4	2013/14 T1-4	2014/15 T1-4
Swindon	5.8%	5.0%	5.1%
England	5.8%	5.1%	5.2%
South West	6.0%	5.2%	5.4%

Persistent Absenteeism Secondary	2013/14 T1-4	2014/15 T1-4
Swindon	5.6%	5.3%
England	5.8%	5.5%
South West	5.8%	5.6%

Overall Absence - PRI and SEC pupils	2012/13 T1-4	2013/14 T1-4	2014/15 T1-4
Swindon	5.1%	4.2%	4.3%
England	5.3%	4.4%	4.5%
South West	5.4%	4.5%	4.6%

Persistent Absenteeism PRI and SEC pupils	2013/14 T1-4	2014/15 T1-4
Swindon	3.8%	3.6%
England	4.1%	3.9%
South West	4.0%	3.8%

Notes:

Persistent absentees are defined as having an overall absence rate of around 15 per cent or more.

Autumn Term is defined as Terms 1 and 2, and Spring Term is defined as Terms 3 and 4

Source: Department for Education ("Pupil absence in schools in England: autumn 2014 and spring 2015")

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Work Programme 2015/16

Children's Health, Social Care and Education

Overview & Scrutiny Committee

Date: 2nd December 2015

Author:	Director of Law & Democratic Services
Wards:	All Wards
Locality Affected:	All Localities
Parishes Affected:	All Parish Areas

1. Purpose and Reasons

- 1.1 Each Overview and Scrutiny Committee is requested to have a work programme that details the activities that it will be undertaking during the Municipal Year.
- 1.2 The work programme details the various topics and issues that each Committee intends to look into during the coming year, with the aim of producing evidence based recommendations intended to provide service improvements for Cabinet and external agencies/bodies to consider.
- 1.3 Under the Council's Constitution, Overview and Scrutiny Committees are required to agree a work programme at the start of the Municipal Year outlining their priorities and likely outcomes of considering these issues.

The work programme is developed taking into account:

- Corporate priorities and objectives, including the Cabinet Forward Plan.
 - Partnership strategic priorities and objectives.
 - The interests and concerns of Members, Council officers, members of the public and other stakeholders such as community and voluntary groups and local businesses.
- 1.4 Committees are encouraged to review the work programme on a regular basis to ensure it remains relevant and to prioritise the workload of the Committee.
 - 1.5 Members are reminded that the work programme must also take into account:
 - The workload of the Committee and of individual members.
 - The capacity of officers to support a review.
 - The resource implications of carrying out a review.
 - The timescales for a review.
 - The most appropriate method of carrying out a review e.g. Committee meeting, Task Group, Member Champion review.
 - 1.6 The Local Government and Public Involvement in Health Act 2007 have presented the Children's Health, Social Care and Education Overview and Scrutiny Committee with a role, remit and powers regarding local health matters.

Further information on the subject of this report can be obtained from Contact Rita Glen-Gallo, 01793 463411, rglen-gallo@swindon.gov.uk

Work Programme 2015/16

Children's Health, Social Care and Education

Overview & Scrutiny Committee

Date: 2nd December 2015

- 1.7 The Children's Health, Social Care and Education Overview and Scrutiny Committee is encouraged to be mindful of its role and remit when considering a work programme for the 2015/16 Municipal Year.

2. Recommendations

The Committee is recommended to:

- 2.1 Review the updated work programme to ensure that it remains relevant.
- 2.2 Discuss any issues arising from information circulated outside of the Committee meeting.

3. Detail

- 3.1 It is important that Overview and Scrutiny adds value to the work of the Council and the Borough and produces tangible outcomes for local people that result in real service improvements. Selecting the right topics is crucial to ensure that Overview and Scrutiny will be effective.
- 3.2 The work programme will be reviewed at every Committee meeting or as the Committee sees fit to ensure that it remains relevant and that Members and Officers have sufficient capacity to effectively achieve its objectives.
- 3.3 The work programme will be reviewed at every Committee meeting or as the Committee sees fit to ensure that it remains relevant and that Members and Officers have sufficient capacity to effectively achieve its objectives.
- 3.4 The Work Programme is attached at Appendix 1.

4. Alternative Options

- 4.1 The Committee can choose not to have a detailed work programme, although it is recommended that it is best practice to do so.

5. Implications, Diversity Impact Assessment and Risk Management

Financial and Procurement Implications

- 5.1 There are no financial or procurement implications arising as a result of this report. Any expenditure arising as a result of an item on the Committee's work programme will be met by the Overview and Scrutiny Support budget, subject to the approval of the Committee.

Work Programme 2015/16

Children's Health, Social Care and Education

Overview & Scrutiny Committee

Date: 2nd December 2015

Legal and Human Rights Implications

- 5.2 Section 21 of the Local Government Act requires every local authority to establish an overview and scrutiny function to hold the Executive to account, undertake policy development and review, monitor and improve performance.

All Other Implications (including Staff, Sustainability, Health, Rural, Crime and Disorder)

- 5.3 There are no other direct implications arising as a result of this report. Any further implications will be identified when a topic is reviewed by the Committee.

Links to One Swindon, Plans and Policies

- 5.4 The remit of the Committee includes the review, scrutiny and development of policy recommendations and the monitoring performance of corporate priorities.

Diversity Impact Assessment

- 5.5 No Diversity Impact Assessment (DIA) is required at this stage. Any DIA that is required during review of topics included within the work programme will be identified at the appropriate stage.

Risk Management

- 5.6 No risk management issues have been identified at this stage. Any risk management issues will be identified at the appropriate time when a topic is under review by the Committee and if it makes any recommendations.

6. Consultees

- 6.1 The Director of Finance (Section 151 Officer) and Director of Law and Democratic Services (Monitoring Officer) are consulted in respect of all reports.

7. Background Papers

- 7.1 None

8. Appendices

Appendix 1 – Work Programme for 2015/16.

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Children's Health, Social Care and Education **Work Programme 2015-2016**

Terms of Reference of the Committee

To fulfil all the functions of an overview and scrutiny committee as they relate to: –

- The review, scrutiny, and development of policy recommendations.
- The management of performance.
- The monitoring of progress towards delivering relevant strategies and corporate priorities.
- The formulation of advice for the Cabinet, Council and other partners and stakeholders.

To have specific responsibility for (but not limited to) the scrutiny of:–

- The performance of services for children towards agreed local and national Performance Indicators.
- The quality of provision and effectiveness of Local Authority strategies to raise standards of education within Swindon.
- Specialist social services and integrated social services for children and young people in Swindon.
- The delivery of services to children and young people in Swindon generally.

In addition, as these relate to Children and Young People:

- The performance of services seeking to deliver healthy communities towards agreed local and national performance indicators.
- Health, health commissioning and service delivery.
- Public Health, Health promotion and the work of the Health and Wellbeing Board.
- Health Integration and collaborative working and commissioning with Health agencies and providers and General Practitioners.

In accordance with Section 7 of the Health and Social Care Act 2001 (as amended), the Children's Health, Social Care and Education Overview and Scrutiny Committee will undertake scrutiny of local health service providers jointly with the Adult's Health, Social Care and Housing Overview and Scrutiny Committee.

Review of the Work Programme

The work programme will be reviewed at every meeting of the Children's Health, Social Care and Education Overview & Scrutiny Committee to ensure that it remains relevant, to ensure that Members and Officers have sufficient capacity to deliver the work programme and to include any additional items on the work programme, if appropriate.

Contact details

Committee Officer: Rita Glen-Gallo
Email: rglen-gallo@swindon.gov.uk
Tel: 01793 463611

22nd July 2015		
Item	Objectives	Witnesses
Co-optees Appointment	To confirm the appointment of Co-optees to the Committee.	Chair
Performance Report	To provide a detailed report on the Children's Services performance, informing the Committee of the latest indicators across Children's Services.	Victoria Guillaume
Work Programme discussion	To set the work programme for the forthcoming municipal year and agree Task Groups and Membership on to those groups.	All

2nd September 2015 – Theme of Meeting - Health		
Item	Objectives	Witnesses
Youth Forum and Youth Parliament	To receive a report from the Members of the Youth Forum and Youth Parliament on their work programmes and achievements for the year and to give the Committee an opportunity to identify any issues raised that Overview and Scrutiny can assist with. To update the Committee regarding "Mind the Gap".	Claire Smith
Health Issues	To update the Committee on work being undertaken by Child and Adolescent Mental Health Services (CAMHS), School Nursing, Targeted Mental Health Service (TaMHS), Avon and Wiltshire Mental Health Partnership (AWP).	Joy Kennard / Victoria Guillaume
Performance update reports	To receive performance reports as required by the Committee from Commissioners and Providers.	Great Western Hospital (GWH) Clinical Commissioning Group (CCG) NHS England Healthwatch

2nd December 2015 – Theme of Meeting – Education		
Item	Objectives	Witnesses
Education / School Standards	To provide the Committee with the latest school standards figures in order that the Committee can effectively scrutinise the performance of schools within the Borough.	Peter Nathan
Education Strategy Board	To update the Committee relating to work being undertaken by the Board.	Peter Nathan
Ofsted Local Authority School Improvement Report Update	To update the Committee on work being undertaken relating to the school improvement arrangements.	Peter Nathan

2nd December 2015 – Theme of Meeting – Education		
SEND Reform	To update the Committee on work being undertaken following the SEND Reforms that became law on 1 st September 2014.	Peter Nathan

3rd February 2016 – Theme of Meeting – Safeguarding / Child Protection		
Item	Objectives	Witnesses
Safeguarding	To receive a report updating the Committee on work being undertaken regarding Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence, Domestic Violence and the Multi-Agency Safeguarding Hub.	Victoria Guillaume
Youth Offending Team	To update the Committee on work being undertaken by the Youth Offending Team	Matt Bywater
Performance Report	To provide a detailed report on the Children's Services performance, informing the Committee of the latest indicators across Children's Services.	Victoria Guillaume
Youth Parliament Update		Claire Smith

13th April 2016 – Theme of Meeting – School Place Planning		
Item	Objectives	Witnesses
School Admissions Process	To inform the Committee on the School Admissions Process.	Rebecca Mathis
Care Leavers	To receive an update relating work being undertaken by the Care Leavers Team	Valerie Williams
Performance Report	To provide a detailed report on the Children's Services performance, informing the Committee of the latest indicators across Children's Services.	Great Western Hospital (GWH) Clinical Commissioning Group (CCG) NHS England Healthwatch

TASK GROUPS

Item	Objectives
SEND reforms	The SEND Task Group will review the implementation of the Special Education and Disability (SEND) Reforms relating to the Children and Families Act 2014 with specific focus on their implementation in the Borough of Swindon.

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