

## Swindon Borough Council

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

**Wednesday, 18 January 2017**

Committee Room 6, Civic Offices

At 6.00 p.m.

### **Conservative Councillors**

*Gemma McCracken*  
(Chair)  
*Malcolm Davies*  
*Colin Lovell*  
*Barbara Parry*  
*Gary Sumner*

### **Labour Councillors**

*Fay Howard*  
*Teresa Page*  
*Carol Shelley*  
*Nadine Watts*

### **Co-opted Representatives**

Steve Colledge, Swindon Association of Secondary Headteachers  
Gary Evans, Swindon Association of Primary School Headteachers  
Alison Paul, Swindon Association of Special School Headteachers  
Liz Townend, Church of England Diocese  
Mark Edwards, Healthwatch  
Michelle Howard, Equalities Advisory Forum  
Doug Morris, Swindon Parent and Carers Group  
Vacancy, Parent Governor  
Vacancy, Catholic Church Diocese

**Committee Officer:** Rita Glen Gallo 463611  
email: [RGlen-Gallo@swindon.gov.uk](mailto:RGlen-Gallo@swindon.gov.uk)

Swindon Borough Council can be contacted at the Civic Offices, Euclid Street,  
Swindon, SN1 2JH (Telephone 01793 445500)

**Access Arrangements** - The venue is wheelchair accessible and an infrared receiver hearing system is provided. If you have any special requirements to enable you to attend the meeting or would like to receive any of the pages contained in this agenda in a larger print size, please contact the Committee Officer as soon as possible prior to the date of the meeting.

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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 5 - 10)

To receive the minutes of the meeting held on 9<sup>th</sup> November 2016.

**5. NHS Swindon Clinical Commissioning Group** (Pages 11 - 14)

**6. 30 Hours Free Childcare HES** (Pages 15 - 20)

**7. Young People's Participation in Education, Employment and Training DERS** (Pages 21 - 32)

**8. Education Standards and Performance Report HES** (Pages 33 - 68)

**9. Work Programme DLDS** (Pages 69 - 94)

**Date of Despatch:** 06 January 2017

**Key:**

**Officers**

DERS – Director of Economy, Regeneration and Skills

DLDS – Director of Law and Democratic Services

HES – Head of Education Services

**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://ww5.swindon.gov.uk/moderngov/ecCatDisplay.aspx?sched=doc&cat=13338&path=0>) or from the Committee Officer named above.

**Terms of Reference:**

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, and
  - the formulation of advice for the Cabinet, Council and other partners and stakeholders.
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- 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, and
- Health Integration and collaborative working and commissioning with Health agencies and providers and General Practitioners.
- Reducing Domestic Violence and Abuse
- Strategic issues around Licensing

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

**WEDNESDAY, 9 NOVEMBER 2016**

PRESENT:- Councillors Gemma McCracken (Chair), Malcolm Davies, Fay Howard, Colin Lovell, Teresa Page, Barbara Parry, Carol Shelley, Gary Sumner and Nadine Watts.

Steve Colledge (Swindon Association of Secondary Headteachers), Mark Edwards (Healthwatch), Liz Townend (Bristol Diocese) and Doug Morris (Swindon Parent and Cares Group).

Apologies for absence were received from Alison Paul (Swindon Association of Special Schools Headteachers), Gary Evans (Swindon Association of Primary Headteachers), Paul Dobson (Project Manager, Swindon Ten to Eighteen Project), Sarah Merritt (Great Western Hospital).

Also Present: Councillor Fionuala Foley, Cabinet Member for Children's Services, and Claire Smith (Participation Manager), Karen Reeve (Director of Children's Services), Peter Nathan (Head of Education Services), Maria Young (Interim Head of Children, Families and Community Health), Kevin Leaning (Head of Service, Early Help), Matt Bywater (Service Manager, Restorative Youth Services), Steve Smith (Operational Manager, Early Help), Gill May, (Executive Nurse, Clinical Commissioning Group), Johanna Bryant (Manager, Swindon Ten to Eighteen Project), Chloe Townsend, Dani Wells and Mr Jacob Patterson (Members of the Youth Parliament).

**19. Declarations of Interest**

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

Councillor Carol Shelley made a personal, non-prejudicial declaration of interest to agenda item 9 (Children's Services Performance Report) in her capacity as governor of Swindon Academy.

**20. Public Question Time**

No public question were asked or submitted for this meeting.

**21. Minutes**

Resolved - That the minutes of the meeting held on 14<sup>th</sup> September 2016 be confirmed and signed as a correct record.

**22. Progress Update of Youth Participation**

The Chair welcomed to the meeting Mrs Johanna Bryant (Manager, STEP (Swindon Ten to Eighteen Project), and Miss Chloe Townsend, Miss Dani Wells and Mr Jacob Patterson, elected Members of the Youth Parliament.

Mrs Bryant addressed the meeting, referring to the contents of the report

submitted by the Director of Adult Services, updating the Committee on the performance and key issues relating to youth participation, Swindon's Members of Youth Parliament, Swindon Youth Council and the Young Inspectors and Thought Tank. She referred to the continuing work with Great Western Hospital on feedback received from young people following a consultation regarding their experiences in hospital and how this might be improved. Members noted that the Youth Parliament would be conducting a survey of young people regarding emotional health and well-being in the future.

Mrs Bryant, with the council's Director of Children Services and Head of Education Services responded to questions put by members regarding the importance of data sharing between the hospital and schools of children not receiving mainstream education due to ill health.

Resolved – (1) That the report be noted.

(2) That the Manager, STEP, be requested to circulate to members a summary of the emotional health and well-being survey being conducted before the next meeting of the Committee.

(3) That the Manager, STEP, be requested to submit an update regarding the emotional health and well-being survey to the Committee meeting in March 2017.

(4) That the Manager, STEP, be requested facilitate a meeting between Mr Patterson and Highworth Town Council to enable him to update the Town Council on the work being undertaken by the Youth Parliament.

(5) That the Manager, STEP, be requested to circulate to members an update on the recommendations identified within the Hospital School Questionnaire before the next meeting of the Committee.

## **23. Restorative Youth Services Work Programme 2016/17**

The Head of Children, Families and Community Health and the Director of Children's Services submitted a joint report on the Restorative Youth Service Work Programme for 2016/17 for the Committee's information and approval.

Mr Matt Bywater, Service Manager, Restorative Youth Services (RYS), invited the Committee to watch a short film entitled "Repairing the Harm Caused by Crime" that was located on a new website called "The Dock" and advised this was available at: [www.thedockswindon.co.uk](http://www.thedockswindon.co.uk). "The Dock" was a joint venture between RYS and Create Studios and managed by RYS.

Mr Bywater and the Director of Children's Services responded to questions put by members' on the following issues:

- The collaborative work being undertaken by the team with School Improvement Advisors located in schools where challenges were highlighted and support offered.
- Housing provision for 16 and 17 year old young people.
- The inclusion of support on "The Dock" website for young people with eating disorders and that this issue may be tied in to stress, alcohol or substance misuse.
- The external review of the YOT undertaken by the ex-YOT manager of West Berkshire on work associated with safeguarding and risk management.
- The reasons for the high number of referrals on the On Trak Youth Counselling Service and the actions being taken to address this.
- Actions being undertaken to address the factors behind the high re-offending rates.

- The rate of young people re-engaging with the Youth Offending Team.
- The anticipated effect on the Youth Offending teams' work as a result of the pending publication of the Government review into Youth Justice provision.
- Delivery of the anti-crime programme in Swindon schools.

Resolved – (1) That the report be noted.

(2) That the Service Manager, Restorative Youth Services, be requested to liaise with the Youth Parliament regarding topics to be included on "The Dock".

(3) That the Service Manager, Restorative Youth Services, be requested to circulate information on the number of "hits" on The Dock.

(4) That the Service Manager, Restorative Youth Services, be requested to advise members of the number of and waiting time for referrals on the waiting list for the On Trak Counselling Service.

## **24. Targeted Mental Health Services (TaMHS)**

The Director of Children Services submitted a report providing an update on performance and key issues relating to Targeted Mental Health Services. Mr Steve Smith, Operational Manager, Early Help, introduced the report and explained that it encompassed work commissioned with a range of providers. Members noted that the report had been structured to highlight the improvements that had been made and areas where further work would be undertaken.

Mr Smith referred to the improvement of referral to assessment and assessment to treatment times and explained that funding from the Transformation Fund helped towards the recruitment of staff to undertake this work. He advised that schools bought the Early Help Teams' services through the Traded Service process and this helped ensure staff capacity.

Mr Smith and Ms Gill May, Executive Nurse at NHS Swindon Clinical Commissioning Group (CCG), responded to the members' questions and comments in respect of the following matters:

- The percentage of assessments undertaken within 28 weeks of referral.
- The main causes of inappropriate referrals and the actions being taken to address this.
- Follow up actions undertaken for young people missing assessments.
- The identification of links between young people on fixed term exclusions and the services utilised and how the availability of such information might be beneficial in determining appropriate care packages.
- The engagement of young people in care package assessments.
- The length of referral times as compared with the scholastic timetable and how this may have an adverse effect on educational attainment.
- The benefits of using technology to ensure appointments were not missed and how data sharing through technology could also be used by schools and service providers to the benefit of the child.

Resolved – (1) That the report be noted.

(2) That the Operational Manager, Early Help, be requested to liaise with the Youth Parliament regarding work being undertaken by the Early Help team.

(3) That the Operational Manager, Early Help, be requested to circulate a breakdown by age of the number of young people referred.

(4) That further to 3.2.3 of the report, the Operational Manager, Early Help, be requested to circulate the number of assessment s fulfilled due to the young person being brought to the clinic at a future time.

## **25. Child and Adolescent Mental Health Services (CAMHS)**

The Associate Director, Out of Hospital Care, Commissioning Group (CCG), the Head of Service, Swindon, Wiltshire and Banes and the Oxford Health NHS Foundation Trust submitted a joint report providing an update on the position of the Child and Adolescent Mental Health Services (CAMHS) in Swindon.

Dr Wendy Woodhouse, Clinical Director, Oxford Health, highlighted the increase in referral rates for children and young people with moderate to severe mental health and confirmed this was in line with national trends. Dr Woodhouse referred to the work being undertaken with the Clinical Commissioning Group to stream line processes between CAMHS and Targeted Mental Health Services (TaMHS) to improve access to services and promote early intervention. She explained that a new service to help young people with eating disorder had been set up following investment from three CCGs that would see referral to assessments being undertaken within 4 weeks.

Dr Woodhouse and Ms Gill May, Executive Nurse at NHS Swindon Clinical Commissioning Group (CCG), responded to members' questions and comments in respect of the following:

- The benefits of group therapy for young people, particularly those with eating disorder or who self-harm.
- The timescale to redesign the CAMHS and TaMHS services.
- How the services provided by the new Eating Disorders Clinics would help young people.
- The live-in facilities available within clinics for young people with eating disorders in Swindon.
- The support available for young people with an eating disorder when they transit into adulthood.

Resolved – That the report be noted.

## **26. Children's Services Performance Report**

The Director of Children's Services submitted a report providing an update on the performance within all service commissioning for the first quarter to June 2016. Mrs Maria Young, Interim Head of Children, Families and Community Health, introduced the report and explained that the report had been structured to highlight the strengths and challenges of the work that had been undertaken, making specific reference to the increase in demand for services. She referred to the difficulty in recruiting experienced social workers, the increase in the number of looked after children resulting in pressure on foster carers, the decrease in the number of referrals to social care and the success of the multi-agency safeguarding hub.

Mrs Young, with the Director of Children's Services and the Head of Education Services, responded to the Committee members' questions and comments in respect of the following:

- The number of unaccompanied asylum seeking children looking for placements, if there were any language barriers and the support being provided by the department.
- The number of families seeking help from the Early Help Services
- The Department of Communities and Local Government's monitoring of the Troubled Families Programme.
- The reasons for the increase in fixed term exclusions, how schools dealt with

them and the support provided by the local authority.

- The number of pupils with special educational needs that were permanently excluded and whether they were in the right educational setting for them.
- The number of young people benefitting from long term stable placements.
- The number of newly qualified social workers and Swindon's current vacancy rate.
- The age range of looked after children that have an adoption decision granted to them and the actions being undertaken to promote adoption.
- The performance quartiles for 2014/15 as compared to 2015/16.
- The reasons for the decrease in 12 month health checks within the Health Child Programme.
- Free school meals and its correlation with the decrease in obesity figures.
- How other local authorities record and report the statutory assessment to be completed within 45 days.
- The screening of looked after children for substance misuse.
- The U-Turn service provided by the local authority for looked after children. Members noted that additional support was also available through other providers.
- The actions being taken to address the number of 16 and 17 year old young people, particularly those with disabilities, who were taking on employment without an element of training in it.

Resolved – (1) That the report be noted.

(2) That the Director of Public Health be requested to circulate information regarding the correlation between free school meals and obesity figures.

(3) That further to 3.8 of the report, the Routes to Employment Commissioner be requested to present a report on the actions being taken to address these issues.

(4) That further to (3) above, the report should also reflect information given to young people with Special Educational Needs.

(5) That the Head of Education Services be requested to circulate information regarding the age of pupils who were permanently excluded.

## **27. Great Western Hospital NHS Foundation Trust Update**

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

Resolved: (1) That the report be noted.

(2) That members be requested to submit any questions to the Committee Officer for circulation to the Trust to provide written responses.

## **28. NHS Swindon Clinical Commissioning Group**

The Head of Communications and Engagement, NHS Swindon, Clinical Commissioning Group (CCG) submitted a report updating the Committee 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 commented on the Group's priorities and action being undertaken. In particular, Ms May referred to the reasons for the waiting time for autism assessment and diagnoses in children and young people and how this initiated a review of the action plan. She confirmed that following the changes with SEQOL, the Young People's clinics were still operational and in

response to parents and carers' feedback, the opening times were revised to address fluctuations in demand.

In response to a specific query regarding hospital visits made by young people, members noted that data gathering would indicate if young people made unnecessary visits to the hospital and the primary care and would reflect the demand on both services.

Resolved: That the report be noted.

(2) That the Executive Nurse at NHS Swindon Clinical Commissioning Group be requested to submit a revised action plan for noting at the next meeting of the Committee in January 2017.

## **29.**

### **Work Programme**

The Committee received a report from the Director of Law and Democratic Services detailing its updated work programme for the Municipal Year 2016/17.

Resolved – (1) That the report be noted.

(2) That members note that the meeting on 29<sup>th</sup> March 2017 will be held at Great Western Hospital.

## NHS Swindon Clinical Commissioning Group

### Children's Health, Social Care and Education

#### Overview & Scrutiny Committee

Date: 18 January 2017

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Author:	Executive Nurse, Swindon Clinical Commissioning Group
Wards:	All Wards
Locality Affected:	All Locality Area
Parishes Affected:	All Parish Area

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#### 1. Purpose and Reasons

- 1.1 This report provides the Children's Health, Social Care and Education O&S Committee with an update of performance and key issues relating to Swindon CCG.
- 1.2 A key purpose of the Children's Health, Social Care and Education O&S Committee is to hold Commissioners of Health and Social Care Services to account.
- 1.3 Any Commissioner of Health and Social Care Services in Swindon is required to provide information on the planning and provision of health and social care services within the Borough and consult with the Committee on any planned substantial changes or developments to service provision.

#### 2. Recommendations

The Committee is recommended to:

- 2.1 Note the report.
- 2.2 Identify any areas of concern that require further investigation.

#### 3. Detail

- 3.1 We updated the committee at the September 2016 meeting on the work being undertaken to improve the Children's Mental Health Pathways and develop them locally in line with national ambition integrating into a tier-less service to make assessments faster and more seamless.

Autism Pathway

- 3.2 National data identifies that the number of children diagnosed with Autism Spectrum Disorder (ASD) has doubled since 2004, highlighting a significant challenge for specialist services nationally. This is a trend that is being experienced in Swindon, therefore detailed work is being progressed aimed at reducing the currently unacceptable waiting times for assessments in Swindon and to improve the effectiveness of the autism pathway.

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Further information on the subject of this report can be obtained from Robin Butcher, 01793 683700, [communications@swindonccg.nhs.uk](mailto:communications@swindonccg.nhs.uk)

# NHS Swindon Clinical Commissioning Group

## Children's Health, Social Care and Education

### Overview & Scrutiny Committee

Date: 18 January 2017

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- 3.3 NHS Swindon CCG (CCG) is working closely with The Great Western Hospital NHS Foundation Trust (GWH) and community children's services at the Saltway Centre to fully review and understand the root cause of the delay. One contributory factor identified as a risk to increasing therapy delays has been linked to workforce challenges experienced by specialist therapy teams. Long term sickness and maternity leave is needing to be managed, however there is also a need to consider an increase in the number of key therapy staff, including Educational Psychology, Speech and Language Therapy and Physiotherapy. In discussion with service leads, the CCG is now in receipt of business cases in order to consider additional staffing resource for key services at the Saltway Centre and GWH.
- 3.4 The Children's Commissioner is meeting with the designated medical officers at GWH fortnightly. GWH have introduced a weekly referral meeting to conduct a multi-disciplinary discussion of all referrals received. GWH have started collating data from referral source through to diagnosis that identifies exact waiting times by individuals. This information is sent to the CCG weekly and monitored closely. GWH are working on an IT solution to be able to incorporate this reporting into their existing database.

#### Children's Services Review

- 3.5 The wider Children Services Review continues to progress and the CCG has identified project management support to support two key work streams, where one task group is scrutinising existing funding for contracts and another task group will be focusing on developing performance and quality outcome reporting tools. There is full involvement and commitment from professionals across the children's services health and social care economy.
- 3.6 In addition, the CCG and Swindon Borough Council (SBC) are currently ensuring that JSNA refresh for 2017/18 will contain more data for children with special educational needs and disabilities.

#### 3.7 Supporting Information

3.7.1 None

### 4. **Alternative Options**

4.1 None

### 5. **Implications, Diversity Impact Assessment and Risk Management**

#### Financial and Procurement Implications

5.1 None

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Further information on the subject of this report can be obtained from Robin Butcher, 01793 683700, [communications@swindonccg.nhs.uk](mailto:communications@swindonccg.nhs.uk)

# NHS Swindon Clinical Commissioning Group

## Children's Health, Social Care and Education

### Overview & Scrutiny Committee

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#### Legal and Human Rights Implications

5.2 None

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

5.3 None

#### Diversity Impact Assessment

5.4 None

#### Risk Management

5.5 None

### **6. Consultees**

6.1 The Board Director, Resources (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**

8.1 None

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## 30 Hours Free Childcare

### Children's Health, Social Care and Education

#### Overview and Scrutiny Committee

Date: 18<sup>th</sup> January 2017

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Author:	Head of Education
Wards:	All
Locality Affected:	All
Parishes Affected:	All

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#### 1. Purpose and Reasons

- 1.1 The purpose of this report is to inform the Committee, of work being undertaken as part of Swindon Borough Council's role as an Early Implementer of the government initiative to offer working families '30 Hours Free Childcare'.
- 1.2 The report will outline why we bid to Government to be able to make this offer to some residents, up to a year early.
- 1.3 This report supports the Priority Two of the Vision to offer residents the ability to 'help themselves'. This additional support makes working financially viable for families with pre-school children, who might previously have found childcare costs an obstacle to remaining in/returning to work.

#### 2. Recommendations

The Committee is recommended to:

- 2.1 Note the work being undertaken to inform and shape government policy.
- 2.2 Note the likely future demand there will be from parents to access this entitlement when it is rolled out nationally from September 2017.

#### 3. Detail

- 3.1 In November 2015 Swindon bid to Government to become an early implementer for a new high-profile initiative that formed one of their manifesto pledges. The '30 Hours' scheme was designed to support 'hard-working families' with the rising cost of childcare, to ensure that working is not only financially viable but also beneficial.
- 3.2 This policy takes the existing 15 hours of free early education aimed at 3 & 4 year old children to ensure they are school ready, and matches this with an additional 15 hours of funded childcare aimed at working parents; giving 30 hours in total.
- 3.3 To qualify *both* parents must be working, and earning at least the minimum equivalent of 16 hours at the national living wage, and not *individually* earn more than £100k pa.

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Further information on the subject of this report can be obtained from Gareth Cheal, 01793 465802, gcheal@swindon.gov.uk.

# **30 Hours Free Childcare**

## **Children's Health, Social Care and Education**

### **Overview and Scrutiny Committee**

**Date: 18<sup>th</sup> January 2017**

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- 3.4 For the early implementation year, local eligibility criteria also apply. Applicants must be resident in Swindon and agree to take their childcare within the Borough.
- 3.5 In early February 2016, Swindon was confirmed as one of eight local authorities who would be participating in the £13m trial. The others involved included York, Wigan, Staffordshire Portsmouth, Northumberland, Newham and Hertfordshire. However, only York was tasked with a full roll-out of places to all families wishing to participate. The other seven (including Swindon), were offered 415 places to be used in delivering pre-agreed learning back to the Department for Education (DfE).
- 3.6 Swindon's role has been to look at the need for really flexible childcare, typically requested by shift-working families. In providing this, we were further asked to assess the impact this had on their employers in terms of staff retention and recruitment. It was therefore agreed with the DfE that we would identify employers to work with who were likely to have a high number of staff who would be eligible, so the resulting data would be more meaningful, and they should also require a proportion of their staff to work shift-working patterns.
- 3.7 Initially the Borough's Great Western Hospital was selected as a partner employer, to include all staff based there and those working for the emergency services. Being fully operational 24 hours/all year round, the hospital had a large number of potentially eligible staff who immediately met our shift-working criterion. Also, as many other parents were very disappointed not to be immediately eligible themselves, it was felt that by supporting the hospital it would also indirectly benefit all residents.
- 3.8 Despite ongoing communication of the offer and drop-in sessions for interested staff, the up-take from the hospital was much lower than anticipated. The offer was then extended to include Honda and BMW, who both operate shift-working patterns that include early mornings, evenings and weekends.
- 3.9 Since then, in order to achieve the target number of applications, we have continued to slowly broaden the number of participating employers. These now include: The Great Western Hospital, The Emergency Services, Seqol, Honda, BMW, Royal Mail, The Brunel Shopping Centre, Nationwide, Network Rail and The Great Western Railway.
- 3.10 From January 2017 we will be delivering 297 funded places, which represent approximately 72% of those we have available. Additionally we have already confirmed 27 places for April 2017. Work continues, to allocate the remaining 91 and Thames Water has recently been added to the list of qualifying employers with on-site engagement work due to commence before Christmas 2016.
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Further information on the subject of this report can be obtained from Gareth Cheal, 01793 465802, [gcheal@swindon.gov.uk](mailto:gcheal@swindon.gov.uk).

# **30 Hours Free Childcare**

## **Children's Health, Social Care and Education**

### **Overview and Scrutiny Committee**

**Date: 18<sup>th</sup> January 2017**

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- 3.11 Swindon providers have been very supportive of the '30 Hour Free Childcare' offer, with only 4 formally declining to take part. Those that declined to participate were part of the larger nursery chains and appear to be waiting to see the learning generated by the early implementation work, while assessing parental demand. To date, in Swindon 96% of applicants have been able to access their additional hours with their first choice of provider.
  - 3.12 Funding is paid at a higher rate of £4.41 per hour across the whole 30 hours, even if the provider is only delivering a proportion, as parents can split their funding between up to three separate settings.
  - 3.13 In August 2016 we submitted a Capital bid to the DfE for a share of the £50m grant funding set aside to fund target areas within local authorities most in need of capital to assist delivery of 30 Hour places by September 2017.
  - 3.14 Current guidance indicates that we will have a statutory duty to ensure places are available for families wishing to take up the '30 Hour Free Childcare' offer, but we will not be required to promote and ensure uptake as we are with early education for 2-year-olds.
  - 3.15 In our work as an early implementer for the '30 Hours free Childcare' offer and in preparation for the national roll-out of the scheme from September 2017, we face a number of challenges around SEND and place creation.
  - 3.16 Swindon providers have highlighted that doubling the number of hours that SEND children are entitled to, will require additional staffing and adequate funding. Children with enhanced needs can dominate sessions because of the greater levels of attention they will potentially require, and therefore this needs to be appropriately resourced.
  - 3.17 Place creation is an ongoing challenge. Many providers are reviewing session times and possible ways to expand in order to meet anticipated demand. We continue to work with them to increase capacity within the Borough and also to encourage new provisions. The DfE is expected to announce the results of capital bids in December 2016.
  - 3.18 Swindon's work as an Early Implementer has already been recognised. On 28<sup>th</sup> November 2016, Caroline Dineage MP, Minister for Early Years & Equalities, visited Swindon to review the work we are undertaking. This was the first visit to an Early Implementer, during which she had the opportunity to meet senior leadership from the Great Western Hospital and staff who are already accessing their '30 Hours' funding. It was also possible for her to spend time with a representative number of our providers, who had the opportunity to pose questions and offer their thoughts and observations during a constructive discussion.
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Further information on the subject of this report can be obtained from Gareth Cheal, 01793 465802, [gcheal@swindon.gov.uk](mailto:gcheal@swindon.gov.uk).

# 30 Hours Free Childcare

## Children's Health, Social Care and Education

### Overview and Scrutiny Committee

Date: 18<sup>th</sup> January 2017

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#### 4. Alternative Options

- 4.1 The '30 Hours Free Childcare' scheme will be rolled out nationally from September 2017. It will be a statutory duty to ensure availability of places, and so non-participation was not an option. It was in this context that we bid to become an Early Implementer in order to contribute to and shape policy, as opposed to reacting to it.

#### 5. Implications, Diversity Impact Assessment and Risk Management

##### Financial and Procurement Implications

- 5.1 Swindon received a one-off grant of £150K to fund all costs associated with our early implementation work. This is being used for staffing, grants to providers, marketing and communication purposes. Place funding for '30 Hours Free Childcare' is also fully met by the DfE.

##### Legal and Human Rights Implications

- 5.2 The Council has a responsibility to ensure that there are sufficient childcare places available.
- 5.3 Human rights considerations have been taken into account fully in compiling this report. It is considered that the work covered in this report is compatible with Convention Rights.

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

- 5.4 The proposals for additional school places comply with Section 17 of the Crime & Disorder Act 1998 to develop school policy to maximise school attendance.

##### Risk Management

- 5.5 Termly governance meetings are being held, during which a progress report is made to representatives of the Swindon Borough Council senior leadership team.

#### 6. Consultees

- 6.1 The Board Director, Resources (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

# **30 Hours Free Childcare**

**Children's Health, Social Care and Education**

**Overview and Scrutiny Committee**

**Date: 18<sup>th</sup> January 2017**

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## **8. Appendices**

8.1 None

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## Young People's Participation in Education, Employment and Training

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

**Date: 18<sup>th</sup> January 2017**

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Author:	Corporate Director – Economy, Regeneration and Skills
Wards:	All
Locality Affected:	All
Parishes Affected:	All

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### 1. Purpose and Reasons

- 1.1 This report details the actions taken to address the issues raised at the Children's Health, Social Care and Education Overview and Scrutiny Committee of 9<sup>th</sup> November 2016, regarding post-16 participation.
- 1.2 Following the Children's Health, Social Care and Education Overview and Scrutiny Committee of 9th November 2016, the Commissioner, Routes to Employment was requested to present a report on the actions being taken to address the issue of fewer young people in Swindon participating in learning activities, and more young people with 'unknown' post-16 activities.
- 1.3 This work falls within the scope of Swindon Borough Council, Priority Two, to "offer education opportunities that lead to the right skills and right jobs in the right places". It supports the statutory duties for which Swindon Borough Council is responsible and which are summarised in the Department for Education document "Participation of young people in education, employment or training: Statutory guidance for local authorities, September 2016".

### 2. Recommendations

The Committee is recommended to:

- 2.1 Note the contents of the attached report, Appendix 1.
- 2.2 Propose any additional approaches that officers should consider in order to improve further the education, training and employment outcomes for young people in Swindon.

### 3. Detail

- 3.1 The November 2016 Overview and Scrutiny Meeting requested a response from the Routes to Employment team to several issues, arising from data produced for the academic year 2015 to 2016:
  - 3.1.1 more young people, aged 16 to 18, in "unknown" post-16 activities

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Further information on the subject of this report can be obtained from Martin Casey, 07827 842639, [mcasey@swindon.gov.uk](mailto:mcasey@swindon.gov.uk)

# Young People's Participation in Education, Employment and Training

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

**Date: 18<sup>th</sup> January 2017**

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- 3.1.2 an increase in the number of young people declaring work without training as their destination.
  - 3.1.3 relatively high numbers of care leavers who are NEET, a large proportion of whom may have a disability.
  - 3.1.4 The Meeting also requested that this Report contain detail regarding information given to young people with Special Educational Needs.
- 3.2 The number of young people in "unknown" destinations has been significantly reduced through earlier tracking work carried out by Early Help colleagues. October is the first month of the academic year for which local and national transitions data is reported. For October 2016, both unknown (223 young people) and Not in Education Employment or Training (NEET, 113 young people) proportions were lower than the national and regional averages. A national "NEET + Unknown" indicator has been introduced. In October 2015 Swindon ranked 83<sup>rd</sup> of 150 Local Authorities. In October 2016 this had improved to 32<sup>nd</sup>.
- The recent deployment of a dedicated Youth Engagement Worker (YEW) will help minimise numbers of 16 and 17 year olds in unknown destinations in the future.
- 3.3 Last year, a main contribution towards the rising numbers in jobs without training was identified as young people leaving Swindon and New Colleges after one year. Through the Raising Participation Group, both Colleges presented detailed plans intended to reverse this pattern. In both cases this has involved staff restructuring and better tracking and support for young people. The launch of two European Social Fund (ESF) programmes to support NEETs, "Your Time" and "Building Bridges" projects, has added another set of resources geared towards moving NEET young people into appropriate, and therefore "in learning", destinations. In October 2016, there were 64 young people in jobs without training, falling from 77 in the previous year. A consequence of falling numbers NEET and in jobs without training is that the overall "in learning" picture is more positive, with Swindon jumping from the 85<sup>th</sup> best performing Local Authority in October 2015 to 31<sup>st</sup> in 2016.
- 3.4 A new Virtual Headteacher is in post, and has introduced a more rigorous approach to post-16 Personal Education Plans (PEPs) for Children in Care with a clear focus on progression. A more streamlined hand-over process from Virtual School to Care Leaver teams is now in place and the Routes to Employment team is working with the Care Leaver team to ensure an increasing focus on developing employability skills with a goal of finding employment. The October 2016 data shows that 95% of Children Looked After and Care Leavers are in learning, at academic age 16, and 78% at age 17, compared to figures of 74%
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Further information on the subject of this report can be obtained from Martin Casey, 07827 842639, [mcasey@swindon.gov.uk](mailto:mcasey@swindon.gov.uk)

# Young People's Participation in Education, Employment and Training

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

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and 57% for the previous year. For all Care Leavers to the age of 21, 54.9% were in education employment or training in October 2016 compared to the national average of 48.0%.

- 3.5 For young people with learning difficulties or disabilities learners, (LDD, increasingly, holders of Educational Health and Care Plans) the data presents a similarly improving picture, with higher proportions in learning and fewer NEET or unknown. The most recent national comparison was produced for September 2016, when 80% of Swindon 16 to 18 year olds were in learning compared to a national average of 75%.

A successful pilot with Wiltshire College introduced supported internships to a small number of learners in 2015/16. Investment in training and support for supported internships has resulted in more providers including this offer for learners with Special Educational Needs and Disability (SEND) and more learners enrolled on supported internships for 2016/17.

A review of all year 11 pupils in EOTAS will ensure that those young people who require additional support in Further Education settings are assessed and if required will have an EHCP.

All young people with an LDA who are continuing in learning beyond September 2016 have been identified and assessed for an EHCP.

The SEN assessment team have been reconfigured to ensure continuity for all learners post 16 as the EHCP no longer ceases automatically when a young person leaves school.

- 3.6 The online website "My Care, My Support" is maintained to provide information and advice the provision and support for young people with special educational needs and disabilities. This includes an online marketplace with over 350 providers which enables young people to access services directly.
- 3.7 Appendix 1 places the comments above, in the broader context of the Raising Participation work of the Routes to Employment team.
- 3.8 Through the development of an updated Raising Participation Plan, the Local Authority is well-placed to remain ahead of the national average for key indicators at 16 and 17. The partnership with providers is well-established and providers, including Schools and colleges, share the same participation priorities. The new Plan will quantify the agreed contributions needed from partnership members (Colleges, School Sixth Forms, Other Providers and Youth Engagement Services) in an overall performance framework.

# Young People's Participation in Education, Employment and Training

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The Skills and Employment Partnership has reviewed the overall structure of its sub groups so that there is one group focusing on 'Skills for Inclusion', encompassing the NEET agenda for 16-18 year olds and progression to work for a wider age range who are disadvantaged in the labour market. This will support a more coherent approach to meeting needs of young people and adults and maximise the use of funding.

The Post 16 Area Review has provided an opportunity to highlight strengths and areas for improvement across the Wiltshire and Swindon area. Improving educational outcomes by 19 and specifically outcomes in English and Maths and ensuring providers work together to improve progression to sustainable work for vulnerable groups including the SEND group and care leavers is one of the recommendations that the two Local Authorities have put forward.

**3.9 Threats to continued progress, which will be incorporated into a new Raising Participation Plan risk register, include:**

3.9.1 Risk of Youth Engagement capacity being reduced as a consequence of the current service review

3.9.2 Post-16 partners, often for financial reasons, being unable to maintain a broad curriculum offer, especially for the less academically successful

3.9.3 High numbers of learners with an EHCP aged 16-18 in Swindon schools (20.6% as at 21/01/16 compared to 8.6% in England) impacting on the capacity of services and providers to meet the needs of this group

3.9.4 Pressure on the high needs budget to meet the needs of an increasing number of young people aged 16-19 from 176 in January 2016 to 316 in September 2016.

**3.10 The Local Authority remains responsible for Care Leavers and young people with EHCPs to the age of 25. With some evidence that fewer adults in Swindon who have a learning disability are in employment, the Transitions Transformation Programme has been launched, with Routes to Employment leading the work-stream focusing on moving more young people, in particular, into EET destinations. For Care Leavers, Routes to Employment has led the development of a pilot programme designed to help the Care Leaver team to better improve the employability skills of Care Leavers.**

**4. Alternative Options**

4.1 None

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Further information on the subject of this report can be obtained from Martin Casey, 07827 842639, [mcasey@swindon.gov.uk](mailto:mcasey@swindon.gov.uk)

# Young People's Participation in Education, Employment and Training

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

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## 5. Implications, Diversity Impact Assessment and Risk Management

### Financial and Procurement Implications

- 5.1 There are no direct financial implications from this report.

### Legal and Human Rights Implications

- 5.2 The Council is required to comply with the statutory provisions referred to in the report. All other legal and human rights implications have been considered in the preparation of this report.

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

- 5.3 The actions set out in this report will potentially increase the cohesiveness and capacity of the community, as its main objective is to reduce the number of young residents who are not in education, employment or training (NEET), therefore increasing their capacity to contribute to Swindon's economy and to better meet their employment needs.

### Diversity Impact Assessment

- 5.4 A Diversity Impact Assessment was produced for the period covered by the previous, Raising Participation Strategy. Copies are available from Martin Casey, Strategic Needs Analysis Consultant, [mcasey@swindon.gov.uk](mailto:mcasey@swindon.gov.uk)

A new Diversity Impact Assessment will be produced alongside the updated NEET/Participation Strategy.

### Risk Management

- 5.5 A Risk Assessment will be incorporated into the updated NEET/Participation Strategy. Two key risks have been identified:

5.5.1 There is a consultation currently being carried out on youth engagement services, with a new structure to be in place by 1<sup>st</sup> April 2017, which presents a risk to reduction in those services. A set of options to be considered by Members is under way in order to mitigate this risk.

5.5.2 There is a risk that the priorities of post-16 providers, e.g. driven by budget pressures, could lead to less flexibility in the learning offer. To mitigate this risk, SBC officers will work closely with providers to identify alternative provision options and access European Social Fund projects which are already running.

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Further information on the subject of this report can be obtained from Martin Casey, 07827 842639, [mcasey@swindon.gov.uk](mailto:mcasey@swindon.gov.uk)

# **Young People's Participation in Education, Employment and Training**

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

**Date: 18<sup>th</sup> January 2017**

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## **6. Consultees**

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

## **7. Background Papers**

- 7.1 Draft NEET/Participation Strategy available on request.

## **8. Appendices**

- 8.1 Appendix 1 – "Transitions in Swindon - Increasing the number of young people aged 16-19 participating in learning".

## **Transitions in Swindon - Increasing the number of young people aged 16-19 participating in learning, reducing numbers not in education, employment and training (NEET) and improving progression into employment**

### **Content**

1. Introduction
2. Local and National Context
3. Participation/NEET outcomes
4. Actions to improve outcomes
5. Challenges and opportunities

### **Introduction**

This paper summarises the current outcomes in relation to the participation of 16-18 year olds in learning and NEET and the strategies in place to ensure these measures continue to improve. The paper reflects on the summer 2016 transition, in particular, and the questions raised in a review of data at the Children's Health, Social Care and Education Overview and Scrutiny Committee of 9th November 2016.

The report summarises the key content of the revised Participation and Progression Strategy for young people 16-18. It should be noted that the work on progression to Higher Education is not covered in this report

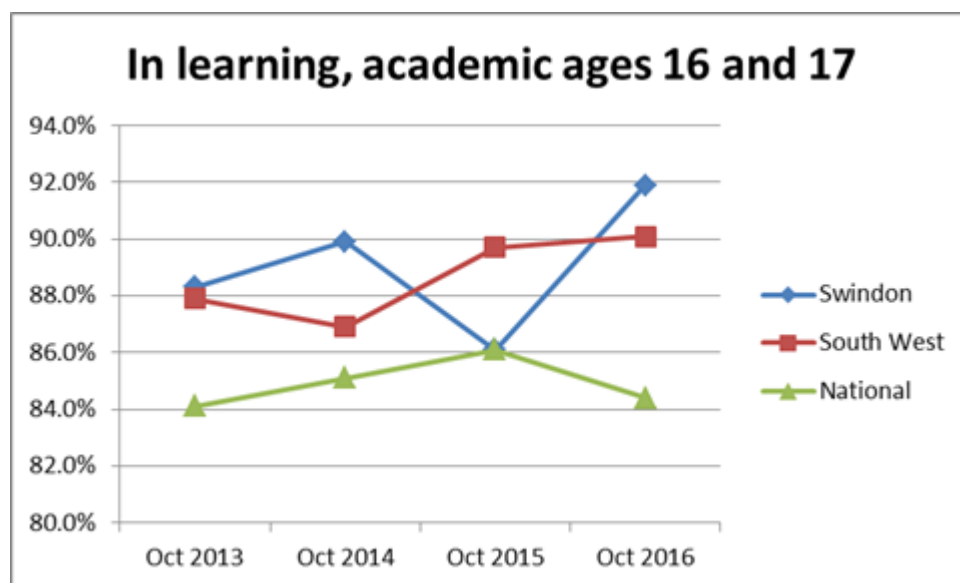
### **Local and national context**

This work falls within the scope of Swindon Borough Council, Priority Two, to "offer education opportunities that lead to the right skills and right jobs in the right places". It supports the statutory duties for which Swindon Borough Council is responsible and which are summarised in the Department for Education document "Participation of young people in education, employment or training, statutory guidance for local authorities, September 2016".

### **Participation/NEET outcomes**

October is the first month of the academic year for which local and national transitions data is reported. Historically, tracking in Swindon has been more efficient than for both England and the South West. Consequently, the gap between Swindon and national performance tends to narrow as the year progresses, as other Local Authorities track greater numbers of young people.

The chart below compares the “in learning” figures for Swindon with those for the South West, and nationally.



The proportion of 16 and 17 year-olds who are in learning (4554 young people) has risen this year to be better than last year, and both local and regional averages. There are only 64 young people in jobs without training, and only 7 of those are academic age 16. Both unknown (223 young people) and Not in Education Employment or Training (NEET, 113 young people) proportions are lower than the national and regional averages.

The Department for Education (DfE) is moving to a single, annual “NEET + unknown” indicator which will be published in 2017 and will be an average of the of November, December 2016 and January 2017 figures. The new indicator will highlight Local Authorities that had previously submitted low NEET figures alongside high rates “unknown”. The October data, ranking Swindon against 150 Local Authorities, reflects the improved “in learning” picture described above.

	<b>In the previous year Swindon was ranked</b>	<b>Swindon is now ranked</b>
<u>In learning</u>	85	31
NEET + Unknown	83	32

## Vulnerable Groups

### Looked after children and care leavers

		Academic Age 16		Academic Age 17	
Looked After and Care Leavers		OCT-2016	Previous Year	OCT-2016	Previous Year
Numbers	In Learning	18	17	25	24
	NEET	0	2	3	5
	Unknowns	1	3	4	11
Percentages	<i>In Learning</i>	95%	74%	78%	57%
	<i>NEET</i>	0%	9%	9%	12%
	<i>Unknowns</i>	5%	13%	13%	26%

From the ages of 19-21 the employment or training outcomes of care leavers are reported on their birthdays. This data is reported nationally for the year to March. In March 2016 48.9% of Swindon care leavers were in education, employment or training; this compares to the previous year's figure of 33.0% and the national average of 48.0%.

### Learning difficulties and disabilities (LDD)

		Academic Age 16		Academic Age 17	
LDD		OCT-2016	Previous Year	OCT-2016	Previous Year
Numbers	In Learning	92	95	96	95
	NEET	6	4	7	7
	Unknowns	4	9	11	23
Percentages	<i>In Learning</i>	89%	87%	83%	74%
	<i>NEET</i>	6%	4%	6%	5%
	<i>Unknowns</i>	4%	8%	10%	18%

### Commentary and national comparison

Although cohort sizes are small and all of these groups lag behind their peers in terms of participation, there are currently no 16 year old looked after children or care leavers known to be NEET, though one has still not been tracked to a destination. The Year 13 data is also better than the previous year's. For LDD learners, (increasingly, holders of Educational Health and Care Plans) the data presents a similarly improving picture, with higher proportions in learning and fewer NEET or unknown.

National, comparative data is produced quarterly. The most recent, September data reflects the improving picture described above:

Vulnerable Groups - Comparative figures (OFFICIAL)	Care Leavers	SEND young people (LDD)	
	EET rate (16-18)	In Learning (16-18)	NEET rate (16-18)
Swindon	59%	80%	10%
England	55%	75%	12%

### Actions to improve outcomes

The November 2016 Overview and Scrutiny Meeting discussed concerns around:

- More young people with “unknown” post-16 activities
- an increase in the number of young people declaring work without training as their destination
- relatively high numbers of care leavers who are NEET, a large proportion of whom may have a disability.
- The Meeting also requested that this Report contain detail regarding information given to young people with Special Educational Needs.

The number of young people in “unknown” destinations has been significantly reduced through earlier tracking work carried out by Early Help colleagues. The final response to the audit of Youth Engagement Workers (YEW) led to agreed EET-related targets and performance measures for YEW teams, and a dedicated YEW has been deployed to minimise numbers of 16 and 17 year olds in unknown destinations in the future.

Last year, a main contribution towards the rising numbers in jobs without training was identified as young people leaving Swindon and New Colleges after one year. Through the Raising Participation Group, both Colleges presented detailed plans intended to reverse this pattern. In both cases this has involved staff restructuring and better tracking and support for young people. The launch of two European Social Fund (ESF) programmes to support NEETs, “Your Time” and “Building Bridges” projects, has added another set of resources geared towards moving NEET young people into appropriate, and therefore in learning, destinations.

A new Virtual Headteacher is in post, and has introduced a more rigorous approach to post-16 Personal Education Plans (PEPs) for Children in Care with a clear focus on progression. A more streamlined hand-over process from Virtual School to Care Leaver teams is now in place and the Routes to Employment

team is working with the Care Leaver team to ensure an increasing focus on developing employability skills with a goal of finding employment.

A successful pilot with Wiltshire College introduced supported internships to a small number of learners in 2015/16. Investment in training and support for supported internships has resulted in more providers including this offer for learners with Special Educational Needs and Disability (SEND) and more learners enrolled on supported internships for 2016/17.

A review of all year 11 pupils in EOTAS will ensure that those young people who require additional support in Further Education settings are assessed and if required will have an EHCP.

All young people with an LDA who are continuing in learning beyond September 2016 have been identified and assessed for an EHCP.

The SEN assessment team have been reconfigured to ensure continuity for all learners post 16 as the EHCP no longer ceases automatically when a young person leaves school.

The online website “My Care, My Support” is maintained to provide information and advice the provision and support for young people with special educational needs and disabilities. This includes an online marketplace with over 350 providers which enables young people to access services directly.

### **Challenges and opportunities**

Through the development of an updated Raising Participation Plan, the Local Authority is well-placed to remain ahead of the national average for key indicators at 16 and 17. The partnership with providers is well-established and providers, including Schools and colleges, share the same participation priorities. The new Plan will quantify the agreed contributions needed from partnership members (Colleges, School Sixth Forms, Other Providers and Youth Engagement Services) in an overall performance framework. The re-purposing of a YEW role to include more ownership of the cohort whose destinations remain unknown, in particular, should be effective in continuing to drive down the “NEET + unknown” figure.

The Skills and Employment Partnership has reviewed the overall structure of its sub groups so that there is one group focusing on ‘Skills for Inclusion’, encompassing the NEET agenda for 16-18 year olds and progression to work for a wider age range who are disadvantaged in the labour market. This will support a more coherent approach to meeting needs of young people and adults and maximise the use of funding.

The Post 16 Area Review<sup>1</sup> has provided an opportunity to highlight strengths and areas for improvement across the Wiltshire and Swindon area. Improving educational outcomes by 19 and specifically outcomes in English and Maths and ensuring providers work together to improve progression to sustainable work for vulnerable groups including the SEND group and care leavers is one of the recommendations that the two Local Authorities have put forward. .

Threats to continued progress, which will be incorporated into a new Raising Participation Plan risk register, include:

- Risk of Youth Engagement capacity being reduced as a consequence of the current service review
- Post-16 partners, often for financial reasons, being unable to maintain a broad curriculum offer, especially for the less academically successful
- High numbers of learners with an EHCP aged 16-18 in Swindon schools (20.6% as at 21/01/16 compared to 8.6% in England) impacting on the capacity of services and providers to meet the needs of this group.
- Pressure on the high needs budget to meet the needs of an increasing number of young people aged 16-19 from 176 in January 2016 to 316 in September 2016.

The Local Authority remains responsible for Care Leavers and young people with EHCPs to the age of 25. With some evidence that fewer adults in Swindon who have a learning disability are in employment, the Transitions Transformation Programme has been launched, with Routes to Employment leading the work-stream focusing on moving more young people, in particular, into EET destinations. For Care Leavers, Routes to Employment has led the development of a pilot programme designed to help the Care Leaver team to better improve the employability skills of Care Leavers.

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<sup>1</sup> The Post 16 Area Review is part of the government's national approach to reforming Further Education. The review focuses on the financial sustainability of Further Education and Sixth Form Colleges and involves the Local Authority providing input on how well current provision is meeting the needs of employers and learners and recommendations moving forward. Swindon, Wiltshire and Gloucestershire are in Wave 4; the review started in September 2016 and is due to be completed in February 2017.

## **Education Standards and Performance Report**

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

**18<sup>th</sup> January 2017**

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Author:	Head of Education
Wards:	All
Locality Affected:	All
Parishes Affected:	All

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#### **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 where there have been 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. The report will also review the work of the Education Strategy Board which has now been in place since July 2015 and the new arrangements proposed for the Swindon Challenge Board.
- 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. It also provides the opportunity to review the steps being taken to support school improvement within the Borough and will provide an opportunity to monitor the impact of the "Swindon Challenge" initiative.
- 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 and scrutinise the contents arising from 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

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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

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- 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 information provided below is “unvalidated” and subject to change, however it is unlikely to change significantly. Validated data is published early in 2017. The term ‘disadvantaged pupil’ is used frequently below and in the attached appendices. It refers to pupils who are or have been eligible for (FSM) 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 The way that pupils are assessed in primary schools has changed and levels of attainment are no longer used.

### 3.3 Primary – Early Years and Key Stage 1

3.3.1 Results for primary pupils in Swindon at Key Stage 1 are below national average for reading, writing and mathematics. In the Early Years Foundation Stage, outcomes have improved over the previous year but the improvement has not been as great as the national average. In Swindon, 68.8% of children reached expected levels (a good level of development) against a national average of 69.3%. The gap between the lowest achieving pupils and the median has widened (but it is still better than the national average), meaning that slightly more 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 with 15% fewer pupils attaining a good level of development against non-FSM children (national average gap 18%). Children with special educational needs attain well below their peers with 48% fewer pupils reaching a good level of development.

3.3.2 Phonics tests are taken by pupils at the end of Year 1. Results improved by 1% over 2015 with 76% reaching the required standard which is 5% below the national average of 81%. This is the lowest in the South-West although by only 2%. 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 91% which ranks Swindon as 8<sup>th</sup> in the South-West. Girls attain higher results than boys with the difference being slightly wider than the

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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

18<sup>th</sup> January 2017

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national average. Children on free school meals attain lower than other children but again the difference is similar to the national average. Improving phonics outcomes is a priority for school improvement working with the teaching schools (White Horse Federation) and primary headteachers. An action plan is in place and phonics champions are being recruited from schools with strong phonics outcomes to support schools with lower outcomes.

- 3.3.3 Pupils are assessed at the end of Key Stage 1 (end of Year 2) in reading, writing and mathematics. The method of measuring attainment has changed this year with levels no longer being used. The new measures are the “expected standard” and “greater depth”. Consequently it is difficult to measure against previous years particularly as teachers and schools engage with a new assessment system. However, in 2015 using the previous system of levels, writing was above the national average with mathematics and reading being in line with the national average. Swindon also had a similar proportion of higher attainers in 2015 to the national average. In 2016, outcomes in reading, writing and mathematics were all below the national average for the expected standard. 71% of children reached the expected standard in reading against a national average of 74% with Swindon being joint lowest in the South-West with Bristol and Plymouth (out of 15 local authorities). 21% reached the higher standard of greater depth in reading against a national average of 24% which was joint 10<sup>th</sup> highest in the South-West. Disadvantaged pupils achieved less well than other pupils with the gap being wider than the national average. The gap is similar across all subjects being 20% against a national gap of 17%. Girls achieve higher than boys particularly in writing and also in reading with the gap also being wider than the national average. In writing, 63% of pupils attained the expected standard against a national average of 65% which was joint 8<sup>th</sup> in the South-West. 12% attained greater depth against a national average of 13% which was joint 5<sup>th</sup> in the South-West. In mathematics, 70% achieved the expected standard against a national average of 73% which was 9<sup>th</sup> in the South-West whilst 13% achieved greater depth (14<sup>th</sup> in the South-West). South-West Ofsted highlighted outcomes in reading in their recent letter as being an area that needed to improve and this is also a focus of work with the teaching schools and the school improvement work in Swindon.

### 3.4 Primary – Key Stage 2

- 3.4.1 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). The method of assessment has changed this year with levels of

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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

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attainment not being used and there has been a significant upgrading of the level of expectation. This is also reflected in the new primary curriculum. Pupils are now assessed as being at the expected level or at greater depth. The assessments are tested by exam, in all subjects bar writing which is teacher assessed. Attainment is overall in line with the national average for reading, mathematics and for GPS. 67% of pupils attained at the expected standard in reading (national average was 66%) which was 8<sup>th</sup> highest in the South-West. 70% attained the expected standard for mathematics (national average was 70%) which was 2<sup>nd</sup> highest in the South-West and 73% attained the expected standard for GPS (national average was 73%) which was also 2<sup>nd</sup> highest in the South-West. In writing, 60% of pupils were assessed by teachers as meeting the expected standard against a national average of 74% which is well below the national average. The outcome was one of the lowest in the country (along with Dorset) and this has been identified by South-West Ofsted as a cause for concern. Because of the low outcomes in writing, only 46% of pupils reached the expected standard in reading, writing and mathematics against a national average of 53% which puts Swindon on the this measure as one of the lowest local authorities in the country (144 out of 152) alongside authorities such as Dorset, Bedford, Luton and Liverpool.

Much has been written about this new assessment and the Head of Education in Swindon has written to the Chief Executive of the Standards and Testing agency citing evidence that there were variations in the way pupils' writing was assessed and graded across the country.

- 3.4.2 Ofsted has informed all school inspectors that the outcomes of the 2016 assessments particularly the writing assessment need to be treated with caution due to the wide variation in outcomes. Nevertheless, the local authority is treating this very seriously and an action plan has been produced with the teaching schools and primary headteachers to improve results. This will also include reviewing the assessment and moderation process and working with other neighbouring local authorities.
- 3.4.3 In terms of greater depth (the higher level), 18% achieved greater depth in reading (national average – 19%) which was 14<sup>th</sup> highest in the South-West. In mathematics, 15% attained greater depth (national average – 17%) which was 6<sup>th</sup> highest in the South-West. In GPS, 25% attained greater depth (national average 22%) which was 3<sup>rd</sup> highest in the South-West.
- 3.4.4 Girls attainment is higher than boys at the expected standard in reading and writing, with the gap being wider than the national average (a 9% gap (7% national) in reading and a 17% gap (13% national) in writing). At "greater depth" this position was repeated but with more boys attaining this level in

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mathematics than girls by 2%. This was also reflected in terms of pupil progress with girls making more progress than boys in reading and writing but boys making more progress in mathematics.

Disadvantaged pupils' attainment is considerably lower than other pupils, with the gap historically being similar to the national average. This attainment gap varies between 16% in writing to 20% in mathematics. At "greater depth", the gap is much narrower than the national average for reading and writing between disadvantaged and other pupils. Pupils with SEN in Swindon attained at a similar level to SEN pupils nationally except in writing which was much lower. 7% of SEN pupils attained the expected level in reading, writing and mathematics against a national average of 14%.

- 3.4.5 Pupil progress measures in primary schools have changed to a new value added measure which looks at the progress all pupils make in a school. This is explained in detail in a DfE publication "Primary school accountability in 2016" available on the DfE website. This publication also outlines the new floor standards for primary schools which relate to attainment and progress. For attainment, the measure is for 65% or more pupils to meet the expected standard in reading, writing and mathematics – it is interesting to note that the floor standard is 12% above the national average which means the majority of schools in the country are below the floor standard. If a school does not meet the floor standard for attainment, it needs to be above the floor standard for progress from Key stage 1 to Key stage 2 for each subject. This is minus 5.0 for reading, minus 5.0 for mathematics and minus 7.0 for writing.
- 3.4.6 In Swindon, pupil progress in reading was minus 0.4, for mathematics minus 0.5 and for writing minus 3.6. This means that overall progress outcomes are just below the national average for reading and mathematics and well below for writing. Six schools were below the floor target with four being under for writing, one for mathematics and one for reading. In 2015 using the previous measures, the progress that pupils made between Year 2 and Year 6 (expected progress) was in line with the national average overall with writing above the national average putting the local authority in the top quartile against other local authorities. This shows the impact of the new assessment system in Swindon primary schools.
- 3.4.7 In 2016, 26 schools had negative reading progress for disadvantaged pupils although for 18 of these, the upper limit of the confidence interval was positive, indicating the negative score was not statistically significant. For writing, 46 schools had negative progress scores for disadvantaged pupils (including 18 with a positive upper limit of confidence interval) with this being 37 for mathematics (including 25 with a positive upper limit of confidence

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interval). Overall in Swindon, disadvantaged pupils made less progress than disadvantaged pupils nationally. In reading, pupils made -1.3pts progress against a national average of -0.7: in mathematics pupils made -1.4 against a national average of -0.5 and in writing it was -4.2 against a national average of -0.3. Improved progress for disadvantaged pupils is a key focus for schools this year.

- 3.4.8 Children Looked After, are a focus nationally and in the South West because of their low overall achievement compared to other children. In Swindon, 6 Children Looked After (looked after for 12 months+ as at 31<sup>st</sup> March 2016) were assessed at the end of Year 6 and their attainment as a group is well below other pupils. Half met or exceeded the expected level in reading and writing, and 67% met the expected level in mathematics. National comparison data is not yet available for 2015/16 but in 2014/15, achievement and progress for looked after children in Swindon was generally higher than the national average, but we remain ambitious to do even better for our children in care.
- 3.4.9 The progress of pupils with SEN was lower in Swindon schools than national averages. In reading, average SEN pupil progress was -2.5 against a national average of -1.8: in mathematics it was -2.4 against a national average of -1.8 and in writing it was -7.4 with a national average of -2.9. 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. Nevertheless, improving pupil progress for SEN pupils is an important concern to be addressed by schools.
- 3.4.10 In Swindon, 27 primary schools are Academies and 34 are maintained schools. Academy schools are independent state funded schools with direct accountability to the DfE. The Local Authority can work with all schools in Swindon but Academies have to buy in central support for school improvement.
- 3.4.11 At the end of Key Stage 2 in 2016, approximately 15% of pupils from Swindon primary schools leave the Borough to be educated at schools in neighbouring local authorities. Of these pupils 15% are eligible for pupil premium as against 31% who stay in Swindon: 11% who leave have Special Educational Needs (SEN) against 19% who stay. In terms of outcomes, 76% of pupils who left, met the expected standard in reading against 64% who stayed: 80% who left met the expected standard in mathematics against 68% who stayed. Pupils

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who left had an average positive progress score against an overall negative score for those who stayed. This indicates that the cohort of pupils entering Swindon secondary schools is different to that leaving Year 6 in primary.

### **3.5 Secondary Schools/Academies**

- 3.5.1 The headline indicators used by the DfE and Ofsted have changed this year for measuring secondary school performance (NB – validated data is not yet available and is due to be published in January 2017. Data used in this report is unvalidated). One of the previous key headline measures was for pupils attaining 5A\*-C with English and mathematics. Outcomes at the end of year 11 in this measure for GCSE examinations improved this year over 2014/15 by 2% narrowing the gap to the national average but were still below the national average. In 2015/16, 54% of pupils gained 5 A\*-C GCSEs with English and mathematics against the national average of 57%. This indicator is based on pupils' first attempt at passing a subject exam.
- 3.5.2 For the new headline measure of pupils passing both English and mathematics with an A\*-C pass, outcomes improved by 6% over 2015 narrowing the gap to the national average in 2016 to 2%. 61% of pupils passed this standard against a national average of 63%. English GCSE A\*-C pass rates rose from 69% to 74% with the national average at 75% (68% in 2015). Mathematics GCSE A\*-C pass rates rose from 66% to 67% against a national average of 69%. The English Baccalaureate results declined from 19% to 17% against a national average of 25%. Three schools were above the national average with 8 schools being below.
- 3.5.3 Two new headline measures are explained in a DfE document entitled "Progress 8 and Attainment 8 measures in 2016, 2017 and 2018". Attainment 8 measures attainment in 8 subjects combining core academic subjects with other foundation subjects or vocational subjects. Points are allocated for a pupil's grades in each subject. The Swindon average attainment grade was 48.0 against a national average of 49.9. Five schools attainment 8 was above the national average and six schools were below.
- 3.5.4 Progress 8 is similar to attainment 8 except that it measures progress from the end of Key Stage 2 to GCSE. It measures the progress each pupil makes and this is combined together with all other pupils' progress in the school and averaged out to achieve a score. Swindon's overall progress 8 score was 0.16 which was below the national average of 0.03. Six schools had positive progress 8 scores and five had negative scores. One school was below the government floor standard of minus 0.5 but as the school (the University

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Technical College – UTC) only takes pupils from year 10, the validity of this measure is questionable.

- 3.5.5 Progress 8 for disadvantaged pupils, shows that only one school has a positive result. 4 schools have negative progress 8 scores but statistically these are close to 0 or expected progress. 6 schools have negative progress 8 scores for disadvantaged pupils that are statistically significant. This is a new measure and this will need further exploration with headteachers but it does highlight the need, to ensure disadvantaged pupils achieve. One concern with this measure is that if a pupil or pupils do not attain very well at all, they can adversely impact on a school's progress 8 score (like a cricket average but with minus scores). This can create a disincentive to ensure that more challenging pupils remain on a school's roll.
- 3.5.6 Of all disadvantaged pupils in Swindon, 36% achieved 5A\*-C with English and mathematics, a gap of 23% points to all other pupils. The attainment gap in 2014/15 was 27% compared to a national average of 28%. The average Progress 8 score for disadvantaged pupils was -0.56 compared to -0.05 for all other pupils. 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.
- 3.5.7 Of pupils with special educational needs, 18% achieved 5A\*-C with English and mathematics. The average for special educational needs nationally was 20% for both 2013/14 and 2014/15. Progress levels were also below pupils with special educational needs nationally (only 2014/15 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.
- 3.5.8 Of the nine children who had been looked after for 12 months or more at 31<sup>st</sup> March 2016, 11% achieved 5 A\*-C with English and mathematics. This is broadly similar to the national average for this group (14% in 2014/15). For the last two years, looked after children in Swindon made more progress than their peers nationally, particularly in English. For 2015/16, the average Progress 8 score for this cohort was -1.1. Care should be taken when trying to interpret this data because of the small cohort.

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3.5.9 Further information on the performance of more able pupils will be provided for a future committee as there is not sufficient information available at this time.

### **3.6 OFSTED inspection outcomes**

- 3.6.1 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 came into place from September 2015. Schools judged as good are now normally inspected in a 3 to 5 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). Schools that are judged inadequate receive an Academy Order from the Secretary of State requiring them to become an Academy. An Academy that fails its inspection is usually taken over by another Academy provider.
- 3.6.2 By the end of 2015/16, 94% of primary pupils were educated in Swindon schools and judged as good or better (Ref: The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16). Since this report was published, one further primary school has moved from 'requires improvement' to 'good'. Currently one maintained primary school and three academy primary schools require improvement. 12 Swindon primary schools are currently judged as outstanding. For secondary schools and Academies, 47% of pupils are being educated in schools judged as 'good' or 'better' putting Swindon as one of the lowest performing local authorities in the country. Five secondary schools are rated as being 'good', three are 'requires improvement' (RI) and two have been graded as 'inadequate'. The UTC has yet to be inspected.
- 3.6.3 This has been a major agenda item at the Education Strategy Board which has been in place now for 18 months which is chaired by a representative of the Regional Schools Commissioner. It was also a major cause of the letter written by the Regional Director of South-West Ofsted to Swindon Borough Council in November 2016. Local authority officers in collaboration with the Commissioner's office and the teaching schools are working with a number of schools to ensure they improve their inspection gradings. For example, three academies judged as RI or 'inadequate' are now working with Academy schools judged as 'outstanding' by Ofsted. The intention is for all three of these schools to join these Academy Trusts. The two further RI schools are managed by the United Learning Trust. The only local authority maintained school which has been judged as 'inadequate', is now being managed by a very strong local Academy Trust to improve outcomes. This local authority

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school is unlikely to become an Academy in the near future due to legal issues pertaining to the land and the site.

- 3.6.4 Swindon has 6 special schools and 5 of these are judged as being 'good' or 'better' with one school being judged as 'inadequate' (St Luke's). Its headteacher left in the summer term and it is being managed by an Executive Headteacher from a local school with a recently appointed head of school. Further support has been sourced from Beckmead School in Croydon who have considerable expertise in working with pupils with social, emotional and mental health (SEMH) needs. The outstanding school is Uplands School which won the Times Educational Supplement's School of the Year Award in 2015.

### **3.7 Exclusions and Attendance**

- 3.7.1 National information on attendance and exclusions for the current year is not usually published until early in the following year (2017). There is still, however, a considerable amount of very useful information which can be used to review school performance.
- 3.7.2 Attendance at both primary and secondary school is just above the national average. Overall absence (Autumn and Spring terms of 2015/16) for both phases is 4.2% against the national average of 4.4%, which is the lowest in the South-West. Persistent absence (an absence rate of 10% or more) is below the national average at 10% against a national average of 10.3% placing Swindon 4<sup>th</sup> in the South-West.
- 3.7.3 Permanent exclusions from primary schools are relatively few. There were six permanent exclusions from Swindon primary schools in 2015/16 which is an increase from two in the previous year and four in the year prior to that. .

In 2015/16, there were 348 fixed term exclusions given to 155 primary pupils. 91 exclusions came from one Academy. In 2014/15 there were 273 fixed term exclusions were given to 134 pupils. There has been a considerable increase in the number of fixed term exclusions over the past three years. There were 234 in 2013/14 and 194 in 2012/13. It is difficult to ascertain exactly why there has been a rise which is now likely to put Swindon above the national average for fixed term exclusions. Headteachers report that there is more difficult behaviour and mental health issues amongst pupils; however this is not likely to be markedly different from any other local authority area. One Academy, however, does account for a very high proportion of the increase.

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3.7.4 In 2015/16, there were 18 permanent exclusions from secondary schools which is a decrease from 2014/15, when there were 26 permanent exclusions. In 2013/14 there were 13 permanent exclusions (9 secondary and 4 primary) and 13 in 2012/13 (secondary only). There is no comparable national data for 2015/16 but in 2013/14, permanent exclusions in Swindon were below the national average.

3.7.5 In 2015/16, there were 1946 fixed term exclusions overall. This included 961 (485 pupils) from secondary schools, 348 Primary (155 pupils), 306 (72 pupils) Special Schools of which 270 were from our Social, Emotional and Mental Health (SEMH) special school and 331 Education Other Than at School (EOTAS) (72 pupils). This is likely to be above the national average and is an increase on the previous year. In 2014/15, there were 1,078 fixed term exclusions from secondary schools and Academies. A panel of senior representatives from secondary schools has been 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. However, this has not had the required impact so far.

3.7.6 Addressing the rise in fixed term exclusions and addressing the growing need for effective SEMH and alternative vocational provision will be a key focus for "Swindon Challenge" discussed later in this report.

3.7.7 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 or against an adult.

### 3.8 Swindon Education Strategy Board (ESB) & Swindon Challenge

3.8.1 The Swindon ESB has been in place since July 2015. The Board has met eight times during the period up until December 2016 and was chaired by the Regional Schools Commissioner (RSC), Sir David Carter. Since the summer term 2016, a representative of the new RSC Rebecca Clark has chaired the meetings. The principle outcomes of the ESB so far have been as follows:

- Strong relationships have been developed between the RSC's office and the local authority senior officers. This has enabled the RSC's office to have a good working knowledge of schools in Swindon and the key issues facing the Borough. It has facilitated a number of actions (see below) to support school improvement and has allowed the local authority to influence decision making relating to Academies.

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- SW Ofsted has been kept informed about the development of the ESB and also the challenge that the local authority has been making to the RSC's office. Ofsted were offered a place on the ESB which they declined at the time; following the recent meeting with the Regional Director, Ofsted will now sit as an observer on the new Board. Relationships and communication with SW Ofsted and senior advisers have been strong with a recognition of some of the improvements being made particularly in primary education. This partnership was recently reflected in two Ofsted conferences held for schools in July 2016 in Swindon. This focused on narrowing the gap and the attendance of the Swindon link HMI at a meeting in September with headteachers. Albeit the recent letter from Ofsted to the Borough led to challenging conversations, the Council remains fully committed to working with Ofsted for the benefit of Swindon's children.
  - The ESB has provided a forum for there to be data sharing and challenge which has impacted outside the ESB, for example; secondary headteacher meetings and this has led to a number of outcomes. The focus on the achievement of white disadvantaged pupils led to a secondary conference addressing this issue in June 2016, led by two outstanding coastal schools. A key issue looked at was the high level of fixed term exclusions and has led to a good practice conference being organised in October 2016. A working group was set up to provide good practice advice to schools sent in the Autumn term.
  - Facilitating the setting up of the Blue Kite Academy Trust joining Ruskin Junior School with Ferndale Primary School. This was supported by an excellent presentation by the head of Ferndale at an ESB meeting.
  - Supporting the development of Multi-Academy Trusts (MATs) at Churchfields (with Wootton Bassett Academy); Dorcan (with Excalibur) and Kingsdown (with River Learning).
  - Providing an opportunity for engagement with academy trusts such as ULT and to showcase good practice.
  - Ensuring accountability for support to 'requires improvement' (RI) schools whether Academy or maintained on a regular basis.
- 3.8.2 The ESB has provided an accountability forum where a wide range of partners can discuss and agree actions on a regular basis. For example, a number of secondary headteachers expressed the view that SASH needed to have a more school improvement focus at its meetings and this has now taken place. Primary representatives have strongly argued for greater cross

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phase working and a number of projects have been set up as a result of this. Outcomes data is regularly discussed at these meetings helping set priorities whilst keeping all partners informed. Issues such as the use of Chelsea's Choice can be openly discussed and this no doubt had an impact on its use in secondary schools this year. This sort of cross-phase forum did not exist before.

- 3.8.3 Despite the successes of the ESB, it is clear that much more needs to be done to improve education in Swindon, particularly in the secondary sector. Over half of Swindon pupils attend schools that are not judged to be 'good' or 'better' by Ofsted. Disadvantaged pupils do not achieve as well as they should and fixed term exclusions are too high. There is also considerable pressure on EOTAS due to the numbers of pupils being referred to the service. In primary schools, phonics outcomes need to improve, reading standards at Key stage 1 are relatively low and in 2016 writing outcomes are a concern at Key Stage 2 with a new assessment process in place. Because of this, Swindon Borough Council has launched an initiative called Swindon Challenge with an investment of £600,000 over 3 years.
- 3.8.4 Swindon Challenge will replace the ESB as from January 2017 and will include representation from councillors. This is to show the commitment the Council has, to improving outcomes in education in the town and is reflected in improving education this being one of the four key Council Pledges for its 2015-30 vision.

#### 4. Implications, Diversity Impact Assessment and Risk Management

##### Financial and Procurement Implications

- 4.1 There are no financial and procurement implications.

##### Legal and Human Rights Implications

- 4.2 There are no legal and human rights implications.

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

- 4.3 There are no other implications arising from this report.

##### Diversity Impact Assessment

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

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### Risk Management

- 4.5 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**

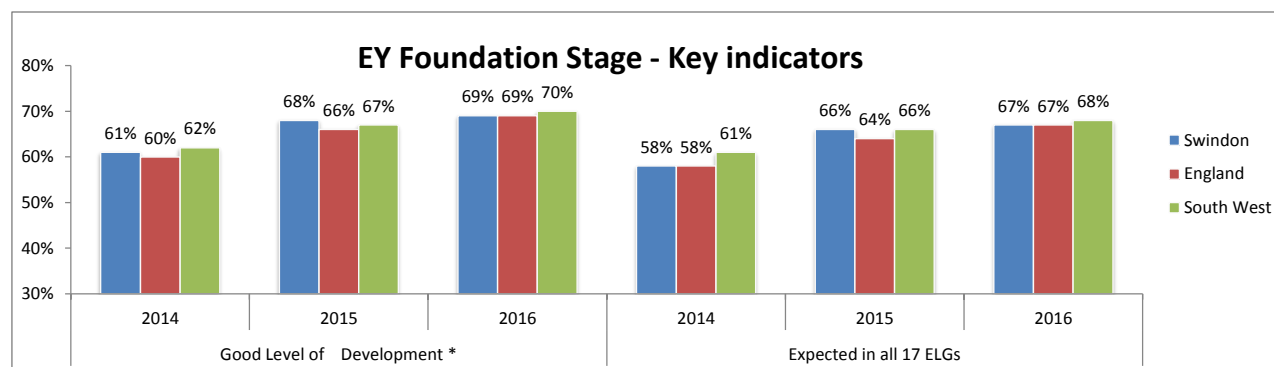
- 7.1 Appendix 1 - Early Years Foundation Stage profile – All indicators
- 7.2 Appendix 2 - Early Years Foundation Stage – Ranking of Local Authorities
- 7.3 Appendix 3 - Phonics outcomes and Local Authority rankings
- 7.4 Appendix 4 - Key Stage 1 performance
- 7.5 Appendix 5 - Key Stage 2 main indicators
- 7.6 Appendix 6 - Key Stage 2 ranking of Local Authorities
- 7.7 Appendix 7 - Key Stage 2 disadvantaged pupils' attainment and progress
- 7.8 Appendix 8 - Key Stage 2 SEN performance
- 7.9 Appendix 9 - Key Stage 2 performance by gender
- 7.10 Appendix 10 - Education Strategy Board Terms of Reference

## 2015/16 EYFSP All Indicators Trend

**KEY  
INDICATORS**  
→

	Good Level of Development *			Expected in all 17 ELGs			ATPS in all ALL goals			Achievement Gap **		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Swindon	61%	68%	69%	58%	66%	67%	34.7	35.1	34.6	28.5%	27.3%	29.5%
England	60%	66%	69%	58%	64%	67%	33.8	34.3	34.5	33.9%	32.1%	31.4%
South West	62%	67%	70%	61%	66%	68%	34.4	34.9	34.9	29.7%	28.1%	27.4%

Difference to...	Previous year	Eng
GLD	1%pts	0%pts
All 17 ELGs	1%pts	0%pts
ATPS	-0.5	0.1



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**AREA OF  
LEARNING**

**EXPECTED  
LEVEL+**  
→

	Communication and Language			Physical Development			Personal, Social and Emotional Development			Literacy		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Swindon	80%	84%	83%	88%	90%	87%	84%	86%	85%	67%	71%	72%
England	77%	80%	82%	86%	87%	88%	81%	84%	85%	66%	70%	72%
South West	80%	82%	83%	87%	89%	89%	83%	85%	86%	68%	71%	73%

	Mathematics			Understanding the World			Expressive Arts and Design		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
Swindon	75%	78%	78%	84%	86%	85%	86%	88%	88%
England	72%	76%	77%	80%	82%	83%	83%	85%	86%
South West	74%	77%	79%	84%	86%	87%	86%	88%	89%

Difference to...	Previous year	Eng
AOL COM	-1%pts	1%pts
AOL PH	-3%pts	-1%pts
AOL PSE	-1%pts	0%pts
AOL LIT	1%pts	0%pts
AOL MAT	0%pts	1%pts
AOL UTW	-1%pts	2%pts
AOL EAD	0%pts	2%pts

## 2015/16 EYFSP All Indicators Trend

EARLY  
LEARNING  
GOALEXPECTED  
LEVEL +

Area of Learning	Early Learning Goal	Swindon			England			South West			Difference to...	Previous year	Eng
		2014	2015	2016	2014	2015	2016	2014	2015	2016			
Communication and Language	Listening and attention	87%	89%	87%	84%	86%	86%	86%	88%	88%	ELG 1	-2%pts	1%pt
	Understanding	87%	88%	87%	84%	85%	86%	86%	88%	88%	ELG 2	-1%pt	1%pt
	Speaking	84%	87%	86%	82%	84%	85%	84%	86%	87%	ELG 3	-1%pt	1%pt
Physical Development	Moving and handling	91%	92%	89%	89%	90%	90%	90%	91%	91%	ELG 4	-3%pts	-1%pt
	Health and self-care	92%	94%	92%	90%	91%	92%	92%	93%	93%	ELG 5	-2%pts	0%pts
Personal, Social and Emotional Development	Self-confidence and self-awareness	90%	91%	90%	87%	89%	89%	89%	91%	91%	ELG 6	-1%pt	1%pt
	Managing feelings and behaviour	88%	90%	88%	86%	87%	88%	87%	89%	89%	ELG 7	-2%pts	0%pts
	Making relationships	90%	91%	90%	87%	89%	90%	89%	90%	91%	ELG 8	-1%pt	0%pts
Literacy	Reading	77%	78%	78%	74%	76%	77%	77%	78%	79%	ELG 9	0%pts	1%pt
	Writing	68%	72%	73%	67%	71%	73%	69%	72%	73%	ELG 10	1%pt	0%pts
Mathematics	Numbers	76%	79%	79%	74%	77%	79%	76%	79%	80%	ELG 11	0%pts	0%pts
	Shape, space and measures	82%	84%	83%	79%	81%	82%	82%	84%	84%	ELG 12	-1%pt	1%pt
Understanding the World	People and communities	87%	88%	87%	84%	85%	86%	87%	88%	89%	ELG 13	-1%pt	1%pt
	The World	88%	89%	87%	83%	85%	86%	87%	88%	89%	ELG 14	-2%pt	1%pt
	Technology	94%	94%	95%	90%	92%	92%	93%	94%	95%	ELG 15	1%pt	3%pts
Expressive Arts and Design	Exploring using media and materials	89%	91%	90%	86%	88%	89%	89%	90%	91%	ELG 16	-1%pt	1%pt
	Being imaginative	88%	90%	89%	85%	87%	88%	88%	90%	91%	ELG 17	-1%pt	1%pt

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 50/2016

<https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2015-to-2016>


## 2015/16 EY Foundation Stage - Ranking of Local Authorities


			Ranking among LAs in England			Ranking among LAs in South West		
Indicator			2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Main Indicators	Good Level of Development		61	54	85	7	6	9
	Expected Standard in all ELGs		73	49	87	9	7	11
	Average Points Score		34	40	63	6	8	10
Expected standard or above by Area of Learning	AOL Communication and Language		34	26	57	8	6	11
	AOL Physical Development		35	31	85	6	8	12
	AOL Personal, Social and Emotional Development		29	39	62	8	8	10
	AOL Literacy		55	62	77	9	7	10
	AOL Mathematics		40	50	78	8	7	11
	AOL Understanding the World		34	27	54	8	7	10
	AOL Expressive Arts and Design		38	36	60	8	9	10
Gaps	Gender Gap	Good Level of Development	94	84	49	7	8	5
		Expected standard in all ELGs	113	93	76	7	7	10
	Disadvantage Gap	Good Level of Development	65	27	49	4	1	1
		Expected standard in all ELGs	58	27	57	4	1	1
	SEN Gap	Good Level of Development	n/a	39	22	n/a	5	3
		Expected standard in all ELGs	n/a	35	16	n/a	4	1

2016 Data is provisional

Disadvantage as defined by pupils eligible for Free School Meals

SEN Gap - for SEN support compared to no identified SEN because SEN statement / EHCP data suppressed for the majority of authorities

 Red cells show performance in the bottom 25% of LAs

 Green cells show performance in the top 25% of LAs

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## 2015/16 PHONICS Trend

### Phonics - Pupils achieving the required standard of Phonics Decoding

	Year 1 pupils			All pupils at the end of Year 2 *		
	Swindon	England	South West	Swindon	England	South West
2012	61%	58%	58%			
2013	66%	69%	70%	87%	85%	87%
2014	73%	74%	74%	88%	89%	89%
2015	75%	77%	77%	90%	90%	91%
2016	76%	81%	80%	91%	91%	92%

	among LAs in		among LAs in	
	England	South West	England	South West
LA ranking 2012/13	115	15	33	7
LA ranking 2013/14	92	10	85	11
LA ranking 2014/15	106	13	76	8
LA ranking 2015/16	143	15	81	8

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

#### Notes:

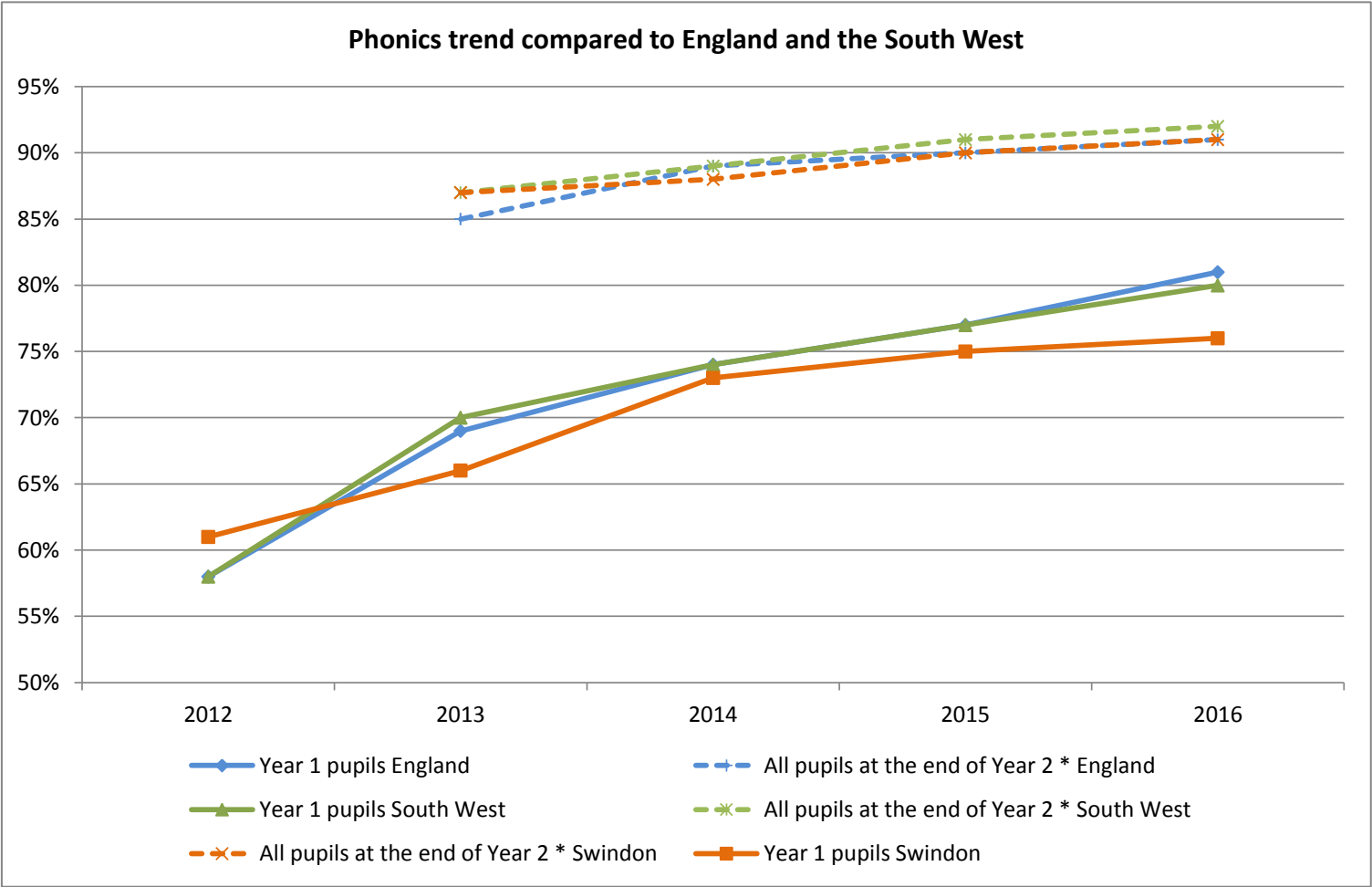
All pupils in Year 1 are required to take the Phonics screening check

Some pupils in Year 2 are required to take the Phonics screening check: those who did not reach the expected standard in Year 1 and those who did not take the check in Year 1

The phonic mark can be between 0 and 40. If a pupil's mark is at or above the threshold mark (32 or above) they are considered to have reached the required standard.

Figures published by the DfE <https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015>

All pupils at end of year two is current year and all Year1 who passed in the previous year



## KEY STAGE 1 PERFORMANCE

Headline Performance	Percentage EXS+							Percentage GDS			
	Reading	Writing	Maths	RWM	Science	RWMS		Reading	Writing	Maths	RWM
Swindon*	71	63	69	56	78	54		21	11	13	7
England	74	66	73	60	82	60		24	13	18	9
Difference to England	-3	-3	-3	-4	-4	-5		-3	-2	-5	-2

Swindon Schools by Type:	Percentage EXS+							Percentage GDS			
	Reading	Writing	Maths	RWM	Science	RWMS		Reading	Writing	Maths	RWM
Maintained	72	62	70	56	75	53		23	11	13	7
Academy	71	65	70	58	82	57		19	12	13	7

Swindon Schools by Ofsted rating:	Percentage EXS+							Percentage GDS			
	Reading	Writing	Maths	RWM	Science	RWMS		Reading	Writing	Maths	RWM
Outstanding	73	66	74	59	72	54		21	12	11	7
Good	71	62	69	57	79	56		22	12	14	8
RI	65	58	63	48	82	47		17	6	11	4

\* Includes all Swindon pupils at mainstream and special schools.

Swindon figures from provisional pupil level data.

Provisional England figures from:

[www.ncer.org](http://www.ncer.org)

Swindon Attainment Gaps:		Percentage EXS+			
		Reading	Writing	Maths	RWM
Gender	Male	65	53	68	49
	Female	77	73	71	64
	Gap	-12	-20	-3	-15
Ethnicity	White British	71	61	69	54
	BME	73	67	73	61
	Gap	-2	-6	-4	-7
Language	English	71	62	69	55
	EAL	70	65	73	59
	Gap	1	-3	-4	-4
Dis- advantage	Pupil Premium	56	47	54	40
	Non-PP	75	67	73	60
	Gap	-19	-19	-19	-20
SEN	SEN	25	18	26	13
	Non-SEN	81	72	78	65
	Gap	-56	-55	-52	-53

2015/16 Key Stage 2 Main Indicators: Revised

Expected Standard	Year	Reading			Writing			Maths			RWM combined			GPS			Science		
		LA	England	SW	LA	England	SW	LA	England	SW	LA	England	SW	LA	England	SW	LA	England	SW
Level 4 or above	2013	86%	86%	87%	83%	84%	84%	84%	85%	85%	75%	76%	76%	73%	74%	73%	87%	88%	89%
	2014	91%	89%	89%	87%	85%	86%	88%	86%	86%	81%	79%	79%	78%	76%	75%	88%	88%	89%
	2015	89%	89%	90%	87%	87%	87%	88%	87%	87%	81%	80%	79%	81%	80%	79%	89%	89%	89%
Achieving expected standard	2016	67%	66%	68%	60%	74%	71%	70%	70%	68%	46%	53%	52%	73%	73%	71%	62%	81%	80%
LA Difference to: (%pp)	2015		0%	-1%		0%	0%		1%	1%		1%	2%		1%	2%		0%	0%
	2016		1%	-1%		-14%	-11%		0%	2%		-7%	-6%		0%	2%		-19%	-18%

Higher standard	Year	Reading			Writing			Maths			RWM combined			GPS		
		LA	England	SW	LA	England	SW	LA	England	SW	LA	England	SW	LA	England	SW
Level 5 or above	2013	45%	45%	47%	30%	30%	31%	41%	41%	40%	20%	21%	22%	46%	48%	47%
	2014	52%	50%	51%	35%	33%	33%	43%	42%	41%	25%	24%	23%	56%	52%	50%
	2015	51%	48%	50%	35%	36%	35%	41%	41%	41%	23%	24%	24%	55%	55%	54%
Achieving higher standard	2016	18%	19%	21%	7%	15%	13%	15%	17%	15%	3%	5%	5%	25%	23%	21%
LA Difference to: (%pp)	2015		3%	1%		-1%	0%		0%	0%		-1%	-1%		0%	1%
	2016		-1%	-3%		-8%	-6%		-2%	0%		-2%	-2%		2%	4%

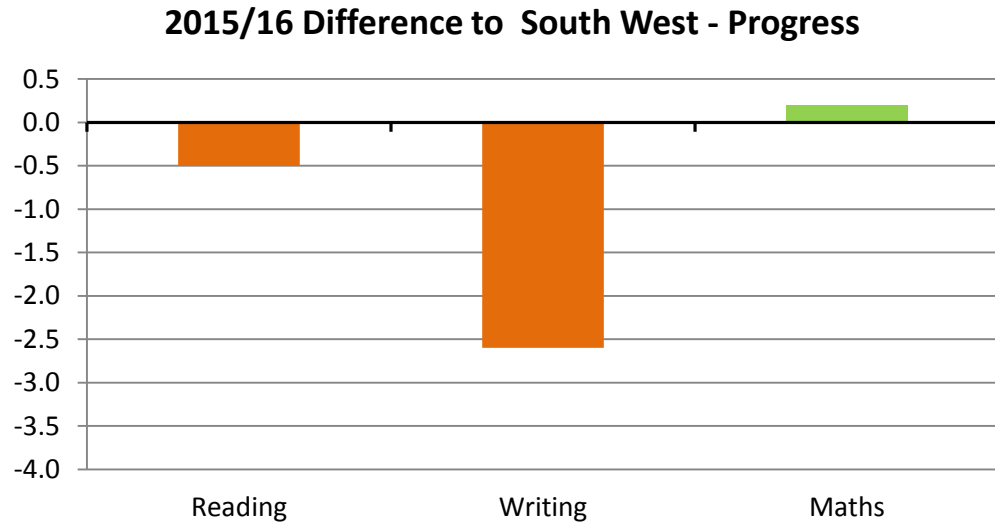
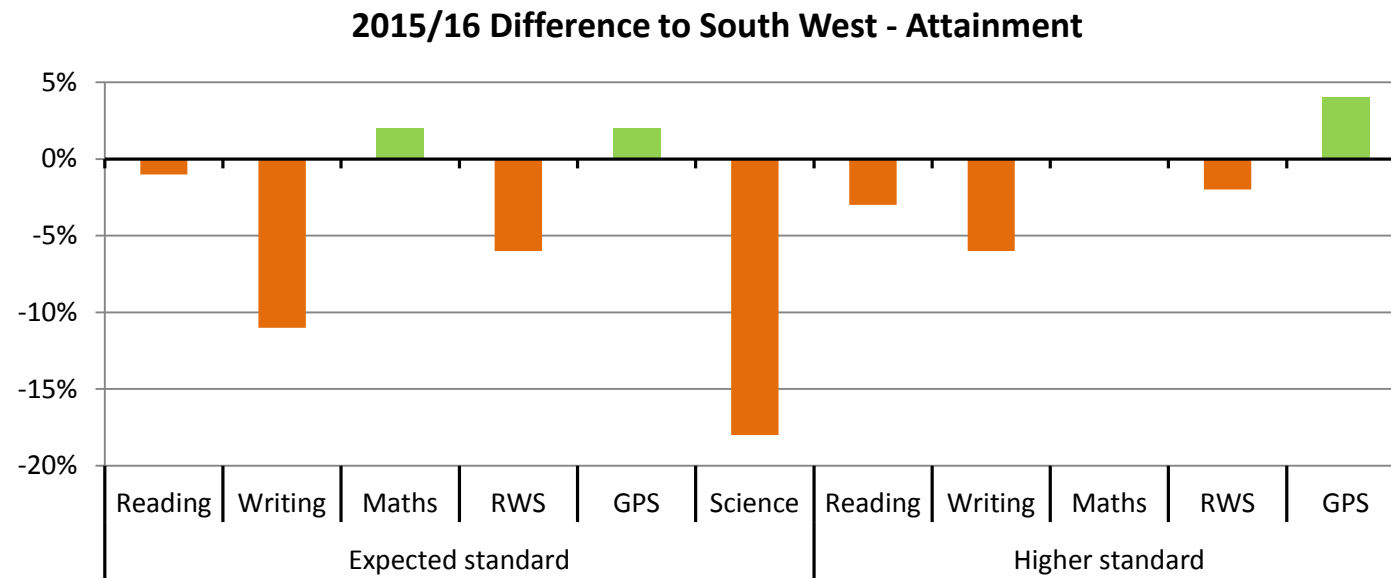
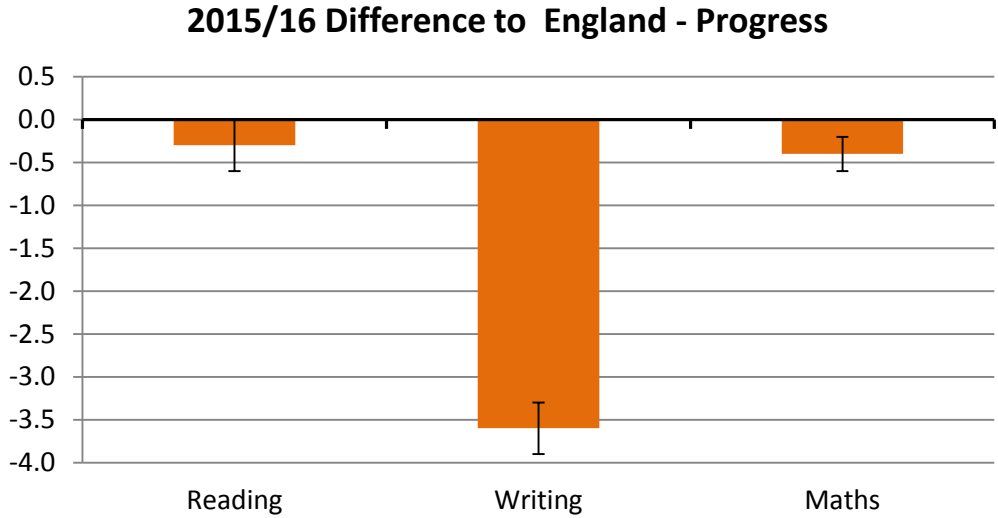
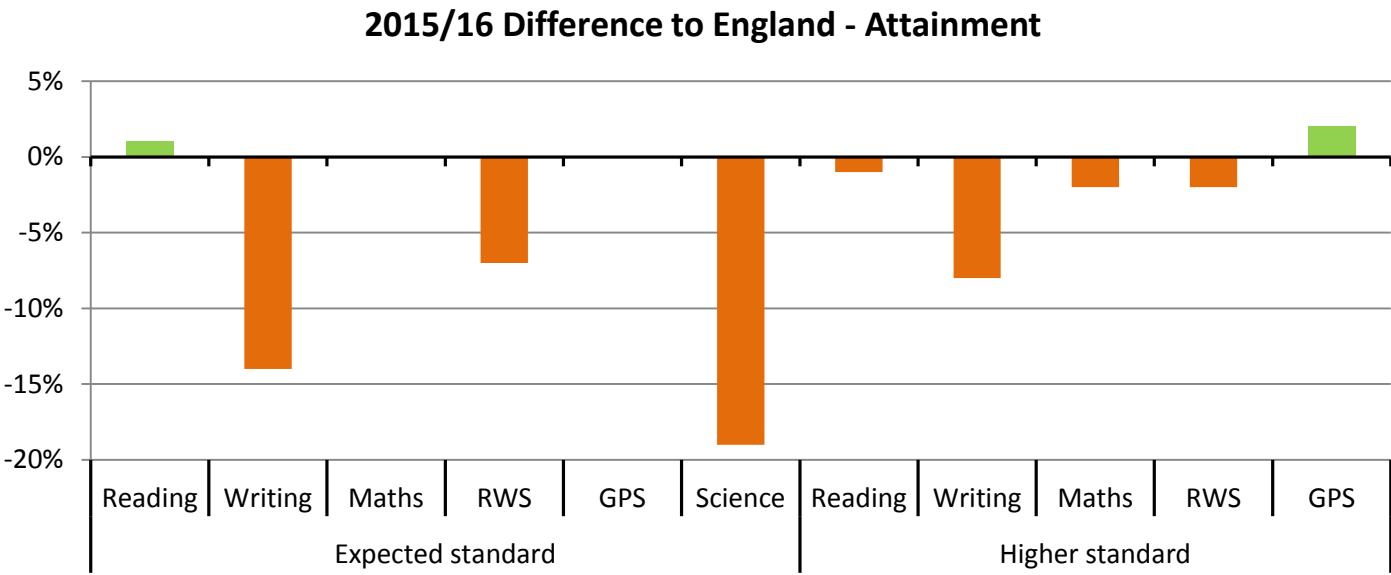
Progress 2016		LA			SW		
		Reading	Writing	Maths	Reading	Writing	Maths
Average pupil progress score		-0.3	-3.6	-0.4	0.2	-1.0	-0.6
Confidence interval	Upper limit	0	-3.3	-0.2	0.3	-0.9	-0.6
	Lower limit	-0.6	-3.9	-0.6	0.1	-1.1	-0.7

Individual pupil level progress scores are calculated in comparison to other pupils nationally.  
For all mainstream pupils nationally, the average progress score is zero.

Floor Standard	2016		
	LA	England	SW
Number of schools below	6	665	98
% of schools below	12%	5%	7%
LA Difference to: (%pp)		7%	5%

**Please Note:**  
Some schools amended their Writing & Science teacher assessments after the SFR data slice was taken. The SFR consequently has slightly different figures for Writing, Science and the Reading, Writing and Maths combined indicators. For reference SFR figures were as follows: Writing 58% (Expected Standard) and 6% (Higher Standard); Reading, Writing and Maths combined 44% (Expected Standard); Science 60%.

All data are sourced from SFR62/2016



## 2015/16 Key Stage 2 Revised Ranking of Local Authorities in England

Indicator		Ranking 2012/13	Ranking 2013/14	Ranking 2014/15	Ranking 2015/16	Change	
Achieving Expected Level	Reading	78	22	73	64	up 9 positions	↑
	Writing (TA)	95	33	53	149	down 96 positions	↓
	Maths	101	30	45	75	down 30 positions	↓
	GPS	84	47	56	75	down 19 positions	↓
	Science (TA)	57	54	64	151	down 87 positions	↓
	Rea,Wri,Mat comb	103	33	50	144	down 94 positions	↓
Higher level / greater depth	Reading	62	36	34	79	down 45 positions	↓
	Writing (TA)	70	38	76	145	down 69 positions	↓
	Maths	77	53	73	83	down 10 positions	↓
	GPS	75	34	73	38	up 35 positions	↑
	Rea,Wri,Mat comb	81	38	76	129	down 53 positions	↓
Progress	Reading	117	108	72	106	down 34 positions	↓
	Writing (TA)	53	47	27	151	down 124 positions	↓
	Maths	96	94	69	101	down 32 positions	↓

### IN THE SOUTH WEST

Ranking 2013/14	Ranking 2014/15	Ranking 2015/16
3	7	8
3	5	14
3	4	2
3	4	2
7	9	15
2	4	15
5	6	14
4	8	15
4	7	6
2	5	3
4	6	13
8	7	12
3	2	15
8	4	5

There are 152 Local Authorities in total and 16 in the South West.

Ranks are based on the SFR62/2016.

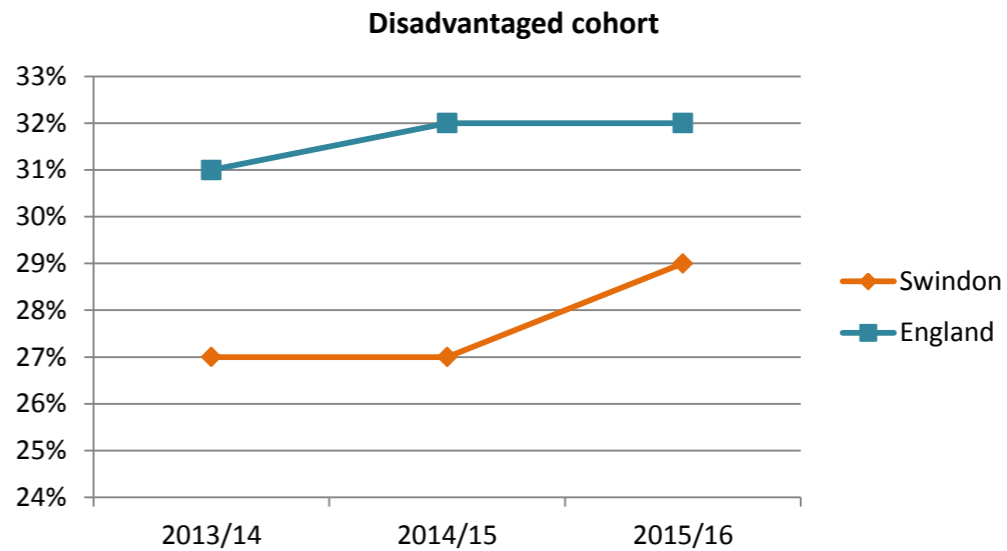
Orange cell means ranking at bottom quartile of LAs in England

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FINAL 2015/16 Key Stage 2: Disadvantaged attainment and progress

Performance: Attainment of Disadvantaged Pupil		Swindon			England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level and Above	Reading	84%	85%	53%	82%	83%	53%
	Writing	79%	80%	48%	77%	79%	64%
	Maths	81%	81%	56%	78%	80%	58%
	GPS	66%	72%	59%	66%	71%	53%
	RWM	69%	71%	31%	68%	70%	39%
Higher Level / Greater Depth	Reading	37%	38%	12%	35%	34%	10%
	Writing	20%	22%	4%	20%	23%	8%
	Maths	26%	24%	7%	28%	28%	9%
	GPS	n/a		15%	n/a	43%	14%
	RWM	11%	11%	1%	12%	13%	2%
Average Scaled Score	Reading	n/a		100	n/a		100
	Maths			100			101
	GPS			102			102

Cohort		2013/14	2014/15	2015/16
% of students who are disadvantaged	Swindon	27%	27%	29%
	England	31%	32%	32%



Disadvantage Gap		In Swindon			In England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level and Above	Reading	9%	7%	19%	10%	10%	20%
	Writing	11%	11%	16%	13%	12%	15%
	Maths	9%	11%	20%	12%	11%	18%
	GPS	17%	13%	19%	16%	14%	20%
	RWM	16%	15%	21%	16%	15%	22%
Higher Level / Greater Depth	Reading	21%	17%	8%	21%	21%	13%
	Writing	20%	18%	4%	19%	19%	10%
	Maths	23%	23%	11%	20%	20%	11%
	GPS	n/a		14%	n/a	19%	13%
	RWM	19%	17%	2%	17%	16%	5%
Average Scaled Score	Reading	n/a		4	n/a		4
	Maths			4			3
	GPS			3			3

Swindon Disadvantaged pupils to all other pupils in England		
2013/14	2014/15	2015/16
8%	8%	20%
11%	11%	31%
9%	10%	20%
16%	13%	20%
15%	14%	30%
21%	21%	11%
19%	19%	14%
20%	20%	13%
n/a	19%	12%
18%	18%	6%

\* Disadvantage definition from 2014/15: those eligible for the Pupil Premium elements of FSM eligibility during any time of past 6 years; Looked After children and those Adopted from Care

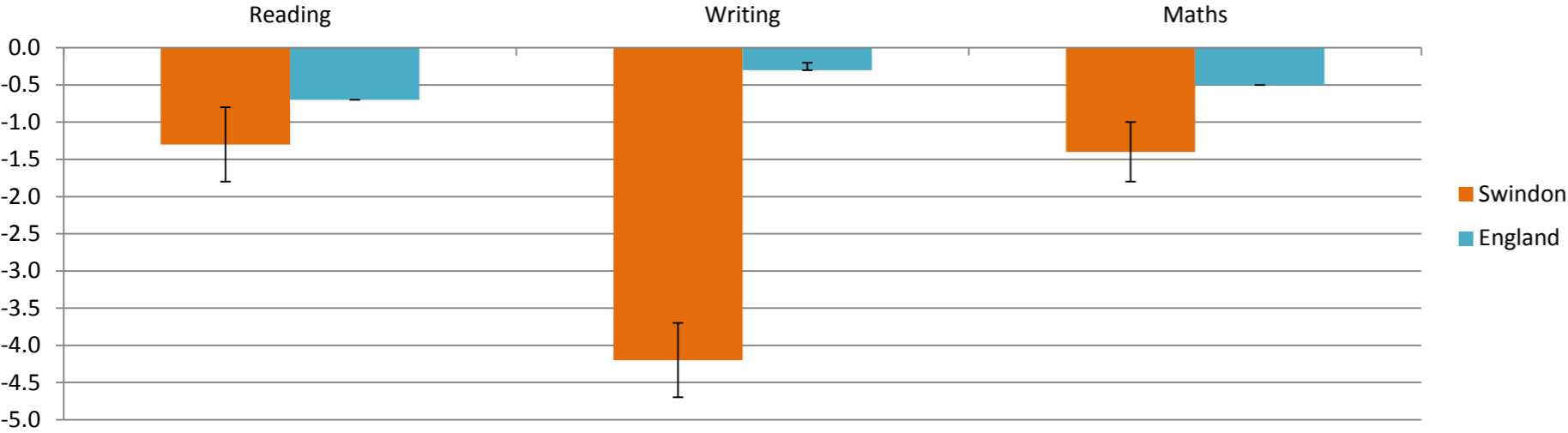
Data sources: SFR50 2014; SFR47 2015; SFR62 2016 and annual performance tables.

Performance: Progress of Disadvantaged Pupils		Swindon			England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Progress	Reading	87%	88%	-1.3	88%	88%	-0.7
	Writing	90%	92%	-4.2	91%	92%	-0.3
	Maths	86%	86%	-1.4	86%	86%	-0.5

Disadvantage Gap		Swindon			England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Progress	Reading	4%	4%	1.3	4%	4%	1.0
	Writing	5%	4%	0.8	3%	3%	0.4
	Maths	5%	6%	1.4	5%	5%	0.7

Swindon disadvantaged pupils to all other pupils in England		
2013/14	2014/15	2015/16
5%	4%	1.6
4%	3%	4.3
5%	5%	1.6

2015/16 Average KS2 Progress Scores for Disadvantaged Pupils



FINAL 2015/16 Key Stage 2: Performance of SEN pupils and attainment gap

Performance of pupils: All SEN		Performance of All SEN pupils - Swindon			Performance of All SEN pupils - England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	65%	63%	28%	63%	62%	29%
	Writing	52%	53%	14%	50%	51%	29%
	Maths	60%	60%	32%	57%	57%	32%
	GPS	37%	39%	28%	36%	41%	29%
	RWM	38%	40%	7%	38%	39%	14%
Progress	Reading	78%	78%	-2.5	79%	78%	-1.8
	Writing	83%	84%	-7.4	82%	83%	-2.9
	Maths	77%	78%	-2.4	74%	74%	-1.8

Performance of pupils: Statement / EHCP		Performance of S/EHCP pupils - Swindon			Performance of S/EHCP pupils - England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	35%	35%	17%	29%	30%	14%
	Writing	22%	24%	9%	20%	21%	13%
	Maths	31%	28%	16%	25%	26%	15%
	GPS	20%	23%	17%	18%	20%	15%
	RWM	18%	15%	4%	15%	16%	7%
Progress	Reading	56%	56%	-4.9	49%	50%	-4.8
	Writing	61%	65%	-7.9	52%	54%	-5.5
	Maths	64%	58%	-5.6	48%	48%	-5.5

Performance of pupils: Support		Performance of Support pupils - Swindon			Performance of Support pupils - England		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	72%	71%	31%	69%	69%	32%
	Writing	59%	61%	15%	55%	57%	32%
	Maths	67%	69%	36%	63%	64%	36%
	GPS	41%	44%	31%	39%	45%	31%
	RWM	43%	47%	8%	42%	43%	16%
Progress	Reading	83%	84%	-2.0	83%	83%	-1.3
	Writing	88%	90%	-7.3	87%	89%	-2.5
	Maths	80%	84%	-1.6	79%	79%	-1.1

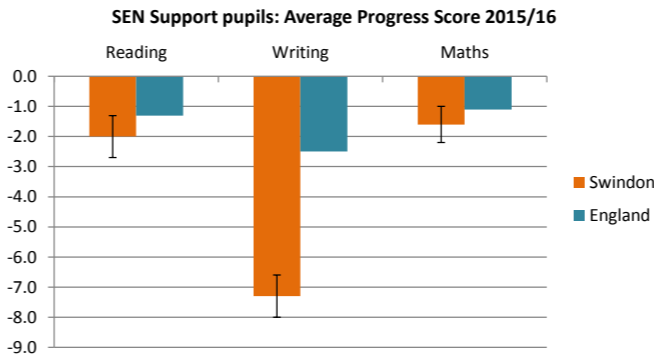
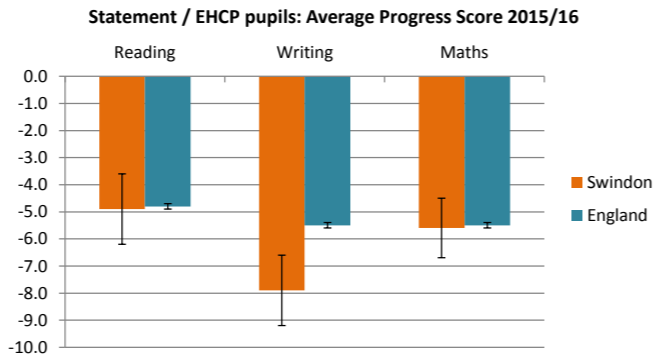
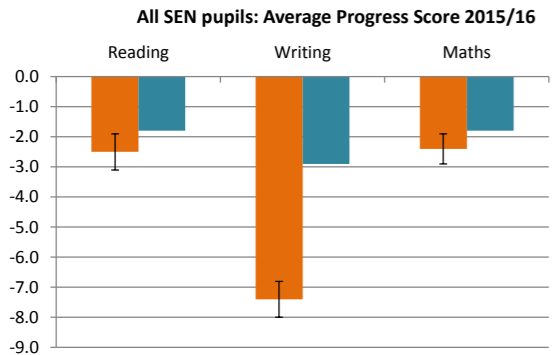
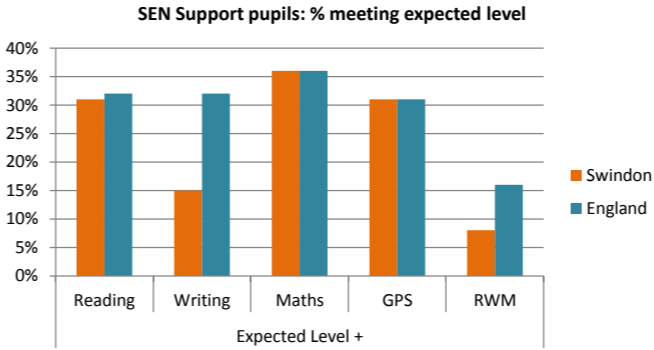
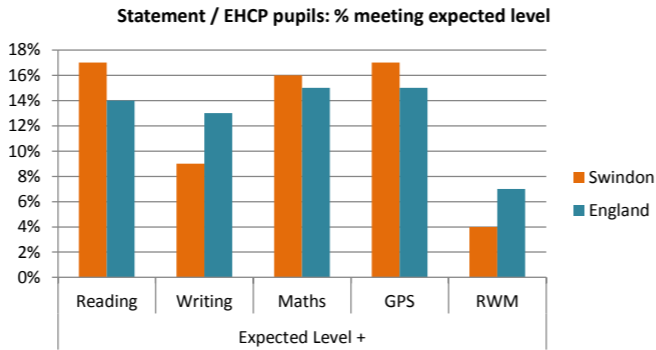
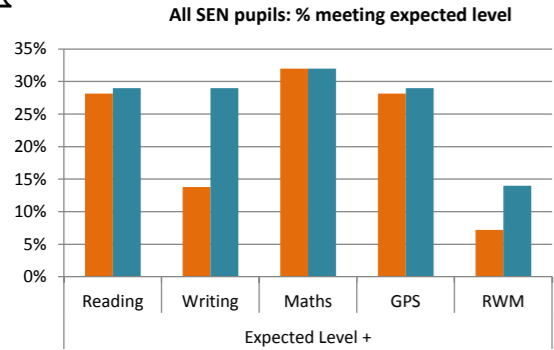
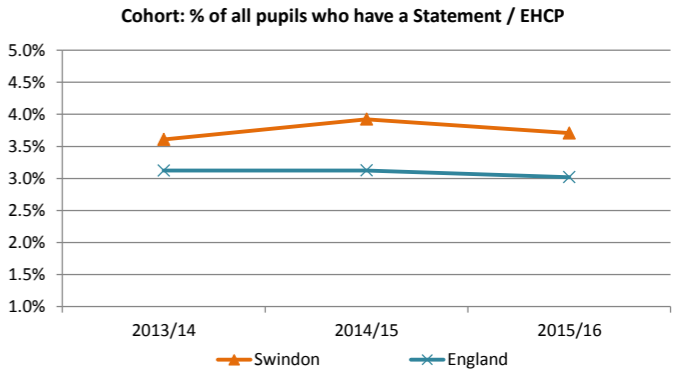
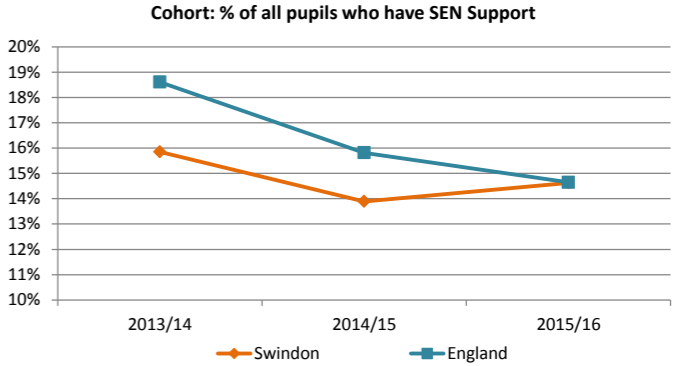
SEN cohort		2013/14	2014/15	2015/16
Swindon	All SEN	19.5%	17.8%	18.3%
	Statement / EHCP	3.6%	3.9%	3.7%
	Support	15.8%	13.9%	14.6%
England	All SEN	21.7%	18.9%	17.7%
	Statement / EHCP	3.1%	3.1%	3.0%
	Support	18.6%	15.8%	14.6%

Attainment Gap: All SEN		All SEN Attainment Gap -			All SEN Attainment Gap -		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	32%	33%	47%	33%	33%	45%
	Writing	44%	43%	56%	45%	44%	55%
	Maths	34%	35%	46%	37%	38%	46%
	GPS	51%	52%	47%	52%	54%	53%
	RWM	53%	51%	47%	52%	56%	48%
Progress	Reading	15%	17%	2.6	15%	17%	1.9
	Writing	14%	14%	4.5	14%	12%	3.4
	Maths	16%	15%	2.3	20%	21%	2.1

Attainment Gap: Statement / EHCP		S/EHCP Attainment Gap -			S/EHCP Attainment Gap -		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	62%	61%	58%	67%	65%	60%
	Writing	74%	72%	61%	75%	74%	71%
	Maths	63%	67%	62%	69%	69%	63%
	GPS	68%	68%	58%	70%	75%	67%
	RWM	73%	76%	50%	75%	79%	55%
Progress	Reading	36%	38%	5.0	45%	45%	5.1
	Writing	35%	33%	5.0	44%	41%	6.0
	Maths	28%	35%	5.5	46%	47%	5.8

Attainment Gap: Support		Support Attainment Gap -			Support Attainment Gap -		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	25%	25%	44%	27%	26%	42%
	Writing	37%	35%	55%	40%	38%	52%
	Maths	27%	26%	42%	31%	31%	42%
	GPS	47%	47%	44%	49%	50%	51%
	RWM	48%	44%	46%	48%	52%	46%
Progress	Reading	10%	11%	2.1	11%	12%	1.6
	Writing	9%	8%	4.4	9%	6%	3.0
	Maths	13%	10%	1.5	15%	16%	1.4

Key to colours:	Attainment worse than national average / attainment gap wider	Attainment better than national average / attainment gap narrower	
	Progress worse than national average / progress gap wider	Progress statistically significantly worse than national average	Progress better than national average / progress gap narrower



Performance Matrix - Better, Same or Worse than England (All State-funded Schools)							
		Statement / EHCP			Support		
		2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Expected Level +	Reading	🟢	🟢	🟢	🟢	🟢	🔴
	Writing	🟢	🟢	🔴	🟢	🟢	🔴
	Maths	🟢	🟢	🟢	🟢	🟢	🟡
	GPS	🟢	🟢	🟢	🟢	🔴	🟡
	RWM	🟢	🔴	🔴	🟢	🟢	🔴
Progress	Reading	🟢	🟢	🔴	🟡	🟢	🔴
	Writing	🟢	🟢	🔴	🟢	🟢	🔴
	Maths	🟢	🟢	🔴	🟢	🟢	🔴

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

Data sources: SFR62 2016 LA and national tables; SFR47 2015; SFR50 2014; Nexus KS1-KS2 progress reports for 2014, 2015 and 2016.

	All SEN		S / EHCP		Support	
	All State funded schools in		All State funded schools in		All State funded schools in	
	Swindon	England	Swindon	England	Swindon	England
Reading	0.6	0	1.3	0.1	0.7	0
Writing	0.6	0	1.3	0.1	0.7	0
Maths	0.5	0	1.1	0.1	0.6	0

Final Key Stage 2: Gender Gap 2015/16

Gender Gap by subject %			2012/13			2013/14			2014/15			2015/16		
			Boys	Girls	Diff	Boys	Girls	Diff	Boys	Girls	Diff	Boys	Girls	Diff
Expected Level and Above	Reading	Swindon	85	88	3	89	92	3	88	93	5	62	71	9
		England	83	88	5	87	91	4	88	92	4	63	70	7
	Writing	Swindon	78	88	10	83	91	8	83	93	10	51	68	17
		England	79	89	10	81	90	9	83	91	8	68	81	13
	Maths	Swindon	85	84	-1	88	87	-1	87	90	3	69	70	1
		England	85	85	0	86	86	0	87	87	0	70	70	0
Higher Level / Greater Depth	Reading	Swindon	42	48	6	49	56	7	48	55	7	15	21	6
		England	41	48	7	46	53	7	45	53	8	16	22	6
	Writing	Swindon	23	37	14	27	43	16	28	43	15	5	9	4
		England	23	38	15	26	41	15	29	44	15	11	19	8
	Maths	Swindon	42	38	-4	43	43	0	45	37	-8	16	14	-2
		England	43	39	-4	44	40	-4	46	38	-8	18	15	-3
Page 63 Progress	Reading	Swindon	85	87	2	89	91	2	89	93	4	-0.7	0.0	0.7
		England	87	89	2	90	91	1	90	92	2	-0.3	0.4	0.7
	Writing	Swindon	91	93	2	92	95	3	94	96	2	-4.4	-2.7	1.7
		England	90	93	3	91	94	3	93	96	3	-0.8	0.8	1.6
	Maths	Swindon	87	86	-1	89	90	1	90	91	1	0.4	-1.3	-1.7
		England	88	88	0	90	89	-1	90	89	-1	0.6	-0.6	-1.2

2015/16 figures from SFR62 2016 and revised performance tables.

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## Appendix 10

### 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><b>Accountability:</b></p> <p><b>Reporting to Health &amp; well Being Board</b></p> <p><b>Scrutinised by C&amp;YP Scrutiny Committee</b></p> <p><b>Chair: Regional Schools Commissioner Sir David Carter</b></p> <p><b>Members:</b>  DCS - John Gilbert (Temp)  Head of Education - Peter Nathan  Head of Children, Families &amp; 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  NCTL - Keith Defter</p>	<ul style="list-style-type: none"> <li>Develop a compelling and distinctive educational vision for Swindon that is shaped by schools, colleges, employers and the wider community.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Takes a leading role to champion the implementation of improvement in school standards.</li> <li>Takes a leading role in the implementation of the framework for improvement.</li> <li>Oversee and co-ordinate school-to-school support in partnership with other school improvement agencies.</li> <li>Develop leadership capacity, including system leadership, and succession planning at all levels.</li> <li>Encourage constructive conversations about the performance and health of the wider educational system.</li> <li>Undertake a systematic analysis of the learning needs of schools.</li> <li>Link with regional and</li> </ul>	<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><b>Links to other groups</b></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 &amp; Well Being Board National College LSCB SACRE SWLSS SEND Board</p>

## Appendix 10

<p>Governor – Peter Firth FE - Andrew Miller Expert Witnesses as requested</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Oversee the implementation of specific projects to bring about improvement across the Borough and agree accountabilities.</li> <li>• Ensure effective analysis of data and data reports to support the school improvement priorities.</li> <li>• Ensures there is a performance management and quality assurance framework in place to support monitoring of progress</li> </ul>	<p>national institutions in order to set data benchmarks and learn from best practice.</p> <ul style="list-style-type: none"> <li>• Oversees performance and ensures barriers to implementation including service delivery.</li> </ul>		
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### 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 intervention; 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

## Appendix 10

- 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 Board 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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## Work Programme 2016/17

### Children's' Health, Social Care and Education

#### Overview & Scrutiny Committee

Date: 18<sup>th</sup> January 2016

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Author: Director of Law & Democratic Services

Wards: All Wards

Locality Affected: All Localities

Parishes Affected: All Parish Areas

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#### 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 the Scrutiny Unit and other 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.

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Further information on the subject of this report can be obtained from Contact Rita Glen-Gallo, 01793 463410, [rglen-gallo@swindon.gov.uk](mailto:rglen-gallo@swindon.gov.uk)

# Work Programme 2016/17

## Children's' Health, Social Care and Education

### Overview & Scrutiny Committee

Date: 18<sup>th</sup> January 2016

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- 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.
- 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 2016/17 Municipal Year.

### 2. Recommendations

The Committee is recommended to:

- Consider and discuss the Chair's proposal for the 2016/17 work programme.
- Approve the proposed Work Programme for the 2016/17 Municipal year.
- Appoint Members to any Task Groups agreed by the Committee.

### 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.

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.

- 3.2 The Work Programme attached at Appendix 1 includes these suggestions and the Committee is asked to approve the work programme for the 2016/17 municipal year.
- 3.3 Members of the Children's Health, Social Care and Education Overview and Scrutiny Committee are encouraged to work with Cabinet in the best interests of the Borough and to take into account the priorities and suggestions of Cabinet as detailed in the Cabinet Work Programme and Forward Plan, attached at Appendix 2 when considering the contents for their work programme.
- 3.4 In addition, attention is drawn to the Scrutiny Process Flowchart, attached at Appendix 3, which is aimed at assisting the Committee in identifying how they could influence policy development.

Task Group Reviews

- 3.5 The Committee is required to undertake individual reviews throughout the municipal year and proposals for reviews should be proposed and discussed at the Committee meeting.

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Further information on the subject of this report can be obtained from Contact Rita Glen-Gallo, 01793 463410, rglen-gallo@swindon.gov.uk

# Work Programme 2016/17

## Children's' Health, Social Care and Education

### Overview & Scrutiny Committee

Date: 18<sup>th</sup> January 2016

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#### 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.

##### 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 Scrutiny Committee and in any recommendations made by the Scrutiny 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 including One Swindon.

##### Diversity Impact Assessment

- 5.5 No Diversity Impact Assessment 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 Scrutiny Committee and if it makes any recommendations.

# **Work Programme 2016/17**

## **Children's' Health, Social Care and Education**

### **Overview & Scrutiny Committee**

**Date: 18<sup>th</sup> January 2016**

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#### **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**

- 8.1 Appendix 1 – Work Programme for 2016/17.
- 8.2 Appendix 2 – Cabinet Work Programme and Forward Plan for the period 20<sup>th</sup> December 2016 to 20<sup>th</sup> December 2017.
- 8.3 Appendix 3 – Scrutiny Process Flowchart.

## **Children's Health, Social Care and Education** **Work Programme 2016-2017**

### **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](mailto:rglen-gallo@swindon.gov.uk)  
Tel: 01793 463611

<b>6<sup>th</sup> July 2016</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
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.	Phillipa Lamb / Jo Ash
Youth Forum and Youth Parliament	To introduce new Youth Parliament members; receive details of the Youth Forum's work for the 2016/17 period and to give the Committee an opportunity to identify any issues raised that Overview and Scrutiny can assist with.	Paul Dobson/ Claire Smith
Work Programme discussion	To set the work programme for the forthcoming municipal year and agree Task Groups and Membership on to those groups.	All

<b>14<sup>th</sup> September 2016 – Themes: SEND; Disabilities; Transport Appeals</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
SEND & Disabilities	To inform the Committee on the inspection regime to include preparatory work and policy dynamics.	Lyn Frith
Provision at Saltway	To update the Committee on work being undertaken by Saltway Centre to include performance and policy development.	Mark Green
Transport Appeals	To update the Committee on School Transport system to include information regarding policy, funding and transport appeals.	Rebecca Mathis/ Ann Crowley

<b>9<sup>th</sup> November 2016 – Themes: Adolescent Issues; Health</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Youth Parliament	To include an update on the Youth MP Survey.	Paul Dobson
Youth Offending Team	Update on work being undertaken by the Restorative Youth Service since its last report to include: a) challenges and achievements of the service and b) presentation (DVD) relating to restorative justice.	Matt Bywater

<b>9<sup>th</sup> November 2016 – Themes: Adolescent Issues; Health</b>		
Mental Health – TAMHS, CAMHS	Update on mental health of young people to include challenges, evidence of need and impact.	Maria Young (TAMHS) / Thomas Kearney (CAMHS)
Performance of health services performance to include immunisation	<p>Detailed report on the Children's Services performance. Informing the Committee of the latest indicators across Children's Services.</p> <p>To include take up and effectiveness to include meningitis vaccinations for young people.</p> <p>GWH (to include A&amp;E, midwifery, paediatrics; Child's Voice).</p> <p>CCG (to include waiting times on autism pathway).</p>	<p>Phillipa Lamb/Jo Ash</p> <p>Cherry Jones</p>

<b>18<sup>th</sup> January 2017 – Theme: Education &amp; Standards</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Education Standards	To provide the Committee with the latest school standards figures; the impact of academies; Swindon schools' standards as compared to out of borough; school improvement arrangements; update on work being undertaken by the Education Strategy Board; Ofsted Local Authority School Improvement Report update.	Peter Nathan
Early Years	To update the Committee on the Early Years Pilot Project.	Peter Nathan
Routes to Employment	Detailed report by the Routes to Employment Commissioner on the actions being taken to address the reduction in the Youth employment rate.	Sally Burnett
Update on Autism Pathway	To update the Committee on the work being undertaken to improve the Children's Mental Health Pathways	Gill May (CCG)

<b>29<sup>th</sup> March 2017 – Themes: Child Protection; Social Care Work</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Child Protection and Social Care	<p>To receive a report on child protection work being undertaken to include recruitment of social workers; an update on Government SW accreditation; caseload issues/ SW Health Check issues.</p> <p>To update the Committee on work being undertaken regarding Child Sexual Exploitation, Female Genital Mutilation, Honour Based Violence and Domestic Abuse.</p>	<p>Maria Young</p> <p>Fiona Frances</p>
Performance	<p>Detailed report on the Children's Services performance. Informing the Committee of the latest indicators across Children's Services</p> <p>GWH (to include Service Level Agreements; Standards)</p> <p>CCG</p>	Phillipa Lamb/Jo Ash
Joint Local Area SEND Inspection – an update	Further to Minute 14 – Committee to receive an update regarding the self-assessment processes being conducted.	Lyn Frith
Further to Min 22 - Progress Update of Youth Participation	The Committee to receive an update regarding the emotional health and well-being survey.	Paul Dobson

## TASK GROUPS

<b>Item</b>	<b>Objectives</b>
SEND reforms	The SEND Task Group will continue the review of the Special Education and Disability (SEND) Reforms relating to the Children and Families Act 2014 with special focus on their implementation throughout the Borough of Swindon.

## Swindon Borough Council

### CABINET WORK PROGRAMME AND FORWARD PLAN

20 DECEMBER 2016 - 20 DECEMBER 2017 – Proposed AGENDA ITEMS and KEY DECISIONS (as at 06/01/17)

**Key Decisions are defined as:**

- a) decisions that are likely to be significant in terms of spending or savings having had regard to the Council's budget for that particular service or function, and
- b) decisions that are likely to have a significant impact on two or more Council wards.

If you wish to make your views known on any matter set out in this work-plan, please contact the relevant Cabinet Member or the contact officer identified.

Councillor:	Portfolio:
David Renard	Leader of the Council and Chair of Cabinet
Russell Holland	Deputy Leader of the Council and Vice-Chair of Cabinet and Cabinet Member for Finance and Corporate Services
Oliver Donachie	Cabinet Member for Housing and Homelessness
Toby Elliott	Cabinet Member for Strategic Planning and Sustainability
Fionuala Foley	Cabinet Member for Children's Services
Brian Ford	Cabinet Member for Adults' Health and Social Care
Mary Martin	Cabinet Member for Communities
Garry Perkins	Cabinet Member for the Economy, Regeneration and Skills
Keith Williams	Cabinet Member for Streetsmart, Highways and Transport

### Cabinet Member Decisions Proposed for December 2016

Subject	Key Decision Yes/No?	Portfolio Holder / Cabinet Member	Decision Maker	Method of Consultation Undertaken / To be Taken	Contact Officer	Available Background Papers
Enabling Community Sport	No	Cabinet Member for Communities	Cabinet Member for Communities	<p>Date of Notice: 15<sup>th</sup> December 2016</p> <p>Councillor Jim Robbins – Supportive of proposal, following assurance on the status of Sport England match funding and GLLs participation in the Active Swindon Partnership.</p> <p>Councillor Stan Pajak – No comments received.</p> <p>No requests for Cabinet consideration were received.</p>	<p>Head of Localities and Volunteering</p> <p>Patrick Weir Tel: 07946 595852</p> <p>Email: pweir@swindon.gov.uk</p>	Enabling Community Sport - Future Direction
BT proposal to remove 44 callboxes from Swindon Borough	No	Cabinet Member for Strategic Planning and Sustainability	Cabinet Member for Strategic Planning and Sustainability	<p>Councillor Jim Robbins – supported the decision with the exception of the boxes in Old Town where the local councillors are querying whether the phone box has been used to call emergency numbers.</p> <p>Councillor Stan Pajak – No Comment received.</p> <p>No requests for Cabinet consideration were received.</p> <p>Date of Notice – 22<sup>nd</sup> December 2016</p>	<p>Richard Bell or Karen Phimister,</p> <p>Tel: 01793 466425</p> <p>Email: kphimister@swindon.gov.uk</p> <p>rbell@swindon.gov.uk</p>	Remove 44 BT phone boxes

Investment Property in Swindon - Acquisition	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	<p>Councillor Kevin Small (Opposition Spokesperson and Ward Councillor) – No comment received.</p> <p>Councillor Stan Pajak (Minority Group Leader) – Supports the action proposed.</p> <p>Councillor Steph Exell (Ward Councillor) – Expressed reservations concerning car parking issues in the area and felt these should have been resolved before the decision was taken. Councilor Exell's views, and the officer response, are set out in the Decision Note.</p> <p>Councillor Jim Robbins (Ward Councillor) – No comment received.</p> <p>No requests for Cabinet consideration were received.</p> <p>Date of Notice: 22<sup>nd</sup> December 2016</p>	<p>Head of Property Assets or Jon Coats Tel: 01793 463523 Email: jcoats@swindon.gov.uk</p>	<p>Investment Property in Swindon - Acquisition (Part 01)</p> <p>Investment Property in Swindon - Acquisition (Part 02)</p>
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**Cabinet Meeting Date - 8th February 2017**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Budget 2017/18 and Beyond	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A
Capital Programme 2017/18	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Ian Burbidge, Finance, Tel: 464384 or Email: iburbidge@swindon.gov.uk	N/A
Treasury Strategy Statement 2017/18	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Paul Smith, Finance, Tel: 07500 884176 or Email: psmith2@swindon.gov.uk	N/A
Housing Revenue Account - Rents and Charges 2017/18	Yes	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Paul Smith, Finance, Tel: 07500 884176 or Email: psmith2@swindon.gov.uk	N/A

Swindon Housing Development Company	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 30 <sup>th</sup> December 2016	Interim Corporate Director, Resources or Head of Finance – Economy, Regeneration & Skills Paul Smith Tel: 01793 463976 Email: psmith2@swindon.gov.uk	N/A
Swindon Pay Policy Statement 2017	Yes	Cabinet Member for Corporate, Customer and Digital Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Head of People, Performance and Engagement Sam Mowbray Tel: 07823 525337 or Email: smowbray@swindon.gov.uk	N/A
Admission Arrangements	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> November 2016	Head of Education Services or Emily Heaton Tel: 01793 465769 Email: eheaton@swindon.gov.uk	N/A
Town Centre Parking Strategy	No	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 29 <sup>th</sup> September 2016	Head of Highways and Transport or Trudy Godfrey Tel: 01793 466416 Email: tgodfrey@swindon.gov.uk	N/A
Waste Strategy Options	No	Cabinet Member for Streetsmart	Cabinet	N/A Date of Notice: 24 <sup>th</sup> August 2016	Head of StreetSmart Leon Barrett Tel: 07818 51062 Email: lbarrett@swindon.gov.uk	N/A

Youth Engagement Worker Review	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 24 <sup>th</sup> October 2016	Karen Reeve, Director of Children's Services KReeve@swindon.gov.uk	
Strategy to Prevent Child Exploitation (including sexual exploitation)	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 17 <sup>th</sup> November 2016	Karen Reeve, Director of Children's Services or Phillipa Lamb Tel: 07818510484 Email: Plamb@swindon.gov.uk KReeve@swindon.gov.uk	N/A
Securing a sustainable future for Swindon's Cultural Assets	Yes	Cabinet Member for Communities;	Cabinet	N/A Date of Notice: 12 <sup>th</sup> February 2016	Interim Corporate Director, Resources or Rachel Watts Tel: 07823 525297 Email: RWatts2@swindon.gov.uk	Cabinet Minute 58 2015/16 refers
Land at Oakfield	Yes	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 4 <sup>th</sup> May 2016	Corporate Director of Economy, Regeneration & Skills Head of Property Assets Rob Richards Tel: 01793 463521	N/A
Wichelstowe	Yes	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 15 <sup>th</sup> September 2016	Corporate Director of Economy, Regeneration & Skills Rob Powe Tel: 01793 463305 Email: rpowe@swindon.gov.uk	
Proposals for delivery of developments in the town centre delivery plan	Yes	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 4 <sup>th</sup> January 2017	Andy Evans, Corporate Director, Economy, Regeneration, and Skills Tel@ 07824 550395 Email: AEvans@swindon.gov.uk	N/A

**Cabinet Meeting Date - 15th March 2017**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Budget Management 2016/17	Yes	Cabinet Member for Finance, People and Performance	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A
Capital Programme Monitoring 3rd Quarter 2016/17	Yes	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Ian Burbidge, Finance, Tel: 464384 or Email: iburbidge@swindon.gov.uk	N/A
Draft Economic Strategy	No	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 16 <sup>th</sup> September 2016	Corporate Director of Economy, Regeneration & Skills or Trudy Godfrey Tel: 01793 466416 Email: tgodfrey@swindon.gov.uk	N/A

**Cabinet Meeting Date - 26th April 2017**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Budget Management 2016/17	Yes	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> April 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A
School Transport	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> December 2016	Peter Nathan, Head of Education Services or Nigel Pickering Tel: 01793 465754 Email: NPickering@swindon.gov.uk	N/A
Swindon Education Challenge	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 22 <sup>nd</sup> December 2016	Peter Nathan, Head of Education Services Tel: 07467 440955 Email: pnathan@swindon.gov.uk	N/A

**Cabinet Meeting Date - June 2017 (TBC)**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Housing Revenue Account - Medium Term Financial Plan	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 27 <sup>th</sup> May 2016	Interim Corporate Director, Resources or Paul Smith Tel: 07500 884176 or Email: psmith@swindon.gov.uk	N/A
Budget Out-turn and Management 2016/17.	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 27 <sup>th</sup> May 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A
Capital Programme Monitoring Out-Turn 2016/17	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 27 <sup>th</sup> May 2016	Interim Corporate Director, Resources or Ian Burbidge, Finance, Tel: 464384 or Email: iburbidge@swindon.gov.uk	N/A
Treasury Performance 2016/17	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 27 <sup>th</sup> May 2016	Interim Corporate Director, Resources or Paul Smith, Finance, Tel: 463976 or Email: psmith2@swindon.gov.uk	N/A

Economic Strategy - Final	No	Cabinet Member for the Economy, Regeneration and Skills	Cabinet	N/A Date of Notice: 16 <sup>th</sup> September 2016	Corporate Director of Economy, Regeneration & Skills or Trudy Godfrey Tel: 01793 466416 Email tgodfrey@swindon.gov.uk	N/A
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**Cabinet Meeting Date - July 2017 (TBC)**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Budget Management 2017-18	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 7 <sup>th</sup> June 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A
Education Transport Policy 2018-19.	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 13 <sup>th</sup> September 2016	Head of Education Services Peter Nathan Tel: 07467 440955 Email: pnathan@swindon.gov.uk	
Debt Management	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 13 <sup>th</sup> September 2016	Head of Revenues and Benefits Andy Stevens Tel: 01793 464661 Email: anstevens@swindon.gov.uk	

**Cabinet Meeting Date - September 2017 (TBC)**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
Budget Management 2017/18 and 2017 - 2021 Efficiency Statement	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 13 <sup>th</sup> September 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	
Annual review of Local Ombudsman Complaints	No	Leader of the Council	Cabinet	N/A Date of Notice: 13 <sup>th</sup> September 2016	Director of Law & Democratic Services (Monitoring Officer) or Erz Turner Tel; 01793 463002 Email: eturner@swindon.gov.uk	

**Cabinet Meeting Date - October 2017 (TBC)**

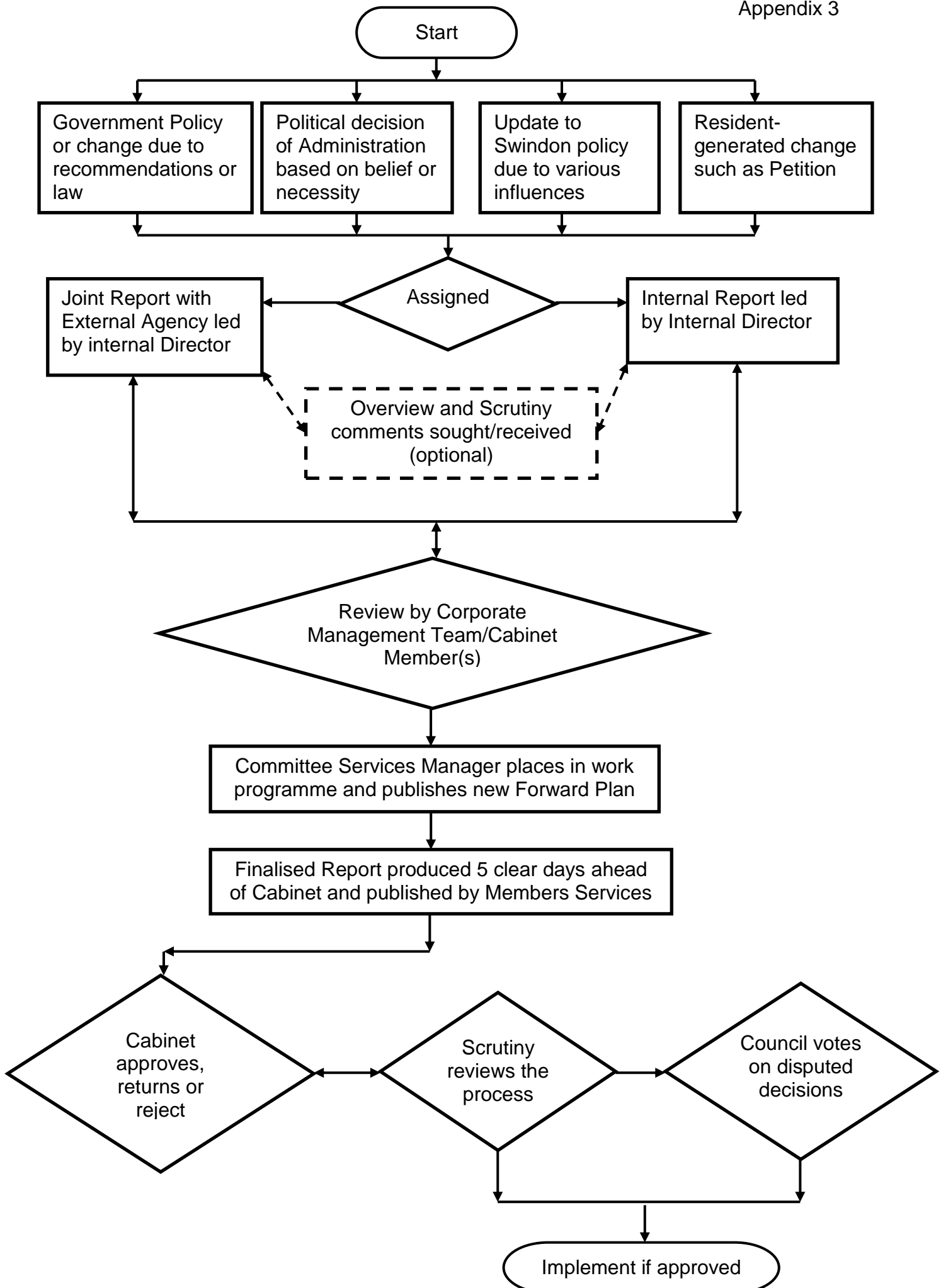
<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
2017-18 Budget Management, 2018-19 Draft Budget and Medium Term Resourcing Plan	Yes	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 21 <sup>st</sup> October 2106	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	N/A

**Cabinet Meeting Date - December 2017 (TBC)**

<b>Subject</b>	<b>Key Decision Yes/No?</b>	<b>Portfolio Holder / Cabinet Member</b>	<b>Decision Maker</b>	<b>Method of Consultation Undertaken / To be Taken</b>	<b>Contact Officer</b>	<b>Available Background Papers</b>
2017-18 Budget Management, 2018-19 Draft Budget and Medium Term Resourcing Plan	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services;	Cabinet	N/A Date of Notice: 24 <sup>th</sup> October 2016	Interim Corporate Director, Resources or Mick Bowden, Interim Head of Finance, Tel: 07392 109917 or Email: mbowden@swindon.gov.uk	
Capital Programme Monitoring - Second Quarter and Treasury Management Performance 2017/18.	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Notice of Decision: 9 December 2015	Interim Corporate Director, Resources or Ian Burbidge, Finance, Tel: 464384 or Email: iburbidge@swindon.gov.uk	N/A
Treasury Strategy Statement (Minimum Revenue Provision Policy)	No	Deputy Leader of the Council and Cabinet Member for Finance and Corporate Services	Cabinet	N/A Date of Notice: 26 <sup>th</sup> October 2016	Interim Corporate Director, Resources or Paul Smith Tel: 01793 463976 Email: psmith2@swindon.gov.uk	N/A
Polling District and Places Review	No	Leader of the Council	Cabinet	N/A Date of Notice: 5 <sup>th</sup> October 2016	Stephen Taylor, Director, Law and Democratic Services or Sally Sprason Tel: 01793 46399 Email: ssprason@swindon.gov.uk staylor@swindon.gov.uk	N/A

School Organisational Changes 2018/19	No	Cabinet Member for Children's Services	Cabinet	N/A Date of Notice: 19 <sup>th</sup> September 2016	Head of Education Services or Danielle Maundrell Tel: 01793 466314 Email: DMAundrell@swindon.gov.uk	N/A
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