

# **Swindon Borough Council**

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

**Wednesday, 22 January 2020**

Committee Room 6, Civic Offices

At 6.00 p.m.

### **Conservative Councillors**

Barbara Parry (Chair)  
Matthew Courtliff (Vice-Chair)  
Alan Bishop  
Oladapo Ibitoye  
Nick Martin

### **Labour Councillors**

Fay Howard  
Carol Shelley  
Bazil Solomon  
Nadine Watts

### **Co-opted Representatives**

Spencer Allen, Swindon Association of Primary School Headteachers  
Steve Colledge, Swindon Association of Secondary Headteachers  
Steve Henderson, Equalities Advisory Forum  
Alison Paul, Swindon Association of Special School Headteachers  
Elaine Poulter, Parent Governor  
Liz Townend, Church of England Diocese  
Jacquie Watt, Swindon SEND Families Voice  
Carol Willis, Healthwatch  
TBC, Catholic Church Diocese

**Committee Officer:** Shaun Banks, 07980 752051  
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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 - 12)

To receive the minutes of the meeting held on 27<sup>th</sup> November 2019.

**5. Performance Report - Education and Skills** (Pages 13 - 30)

**6. Education, Training and Employment Sub-Group - Update** (Pages 31 - 42)

**7. Engagement and Participation of Children and Young People** (Pages 43 - 46)

**8. Performance Summary - Special Educational Needs and Disability - Area Written Statement of Action**  
(Report to follow)

**9. Targeted Mental Health Services (TaMHS) and Child and Adolescent Mental Health Services (CaMHS)**  
(Report to follow)

**10. Health Visiting Service**  
(A Briefing Note has been circulated under separate cover)

**11. Work Programme 2019/20** (Pages 47 - 58)

**Date of Despatch:** 14 January 2020

**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?sch=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.
- 
- 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, 27 NOVEMBER 2019**

PRESENT:- Councillors Barbara Parry (Chair), Matthew Courtliff (Vice-Chair), Alan Bishop, Fay Howard, Oladapo Ibitoye, Nick Martin, Carol Shelley, Bazil Solomon. Alison Paul (Swindon Association of Special School Headteachers) and Jacquie Watt (Swindon SEND Families Voice).

An apology for absence was received from Councillor Nadine Watts.

**24. 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 Barbara Parry made a personal and non-prejudicial declaration of interest in respect of agenda items 5 (School Exclusion and Attendance), 6 (Elective Home Education, Children Missing Education, Schools Leavers process update and School Attendance reporting update) and 7 (Children's Summary of Performance 2019/20) as she worked for Ridgeway School.

Councillor Bazil Solomon made a personal and non-prejudicial declaration of interest in respect of agenda items 5 (School Exclusion and Attendance), 6 (Elective Home Education, Children Missing Education, Schools Leavers process update and School Attendance reporting update) and 7 (Children's Summary of Performance 2019/20) in his capacity as a part time teacher.

**25. Public Question Time**

No public questions were received during the meeting.

**26. Minutes**

Resolved – That the minutes of the meetings held on 25<sup>th</sup> September and 17<sup>th</sup> October 2019, be confirmed and signed as a correct record.

**27. School Exclusion and Attendance**

The Secondary Commissioner and Additional Provision and Reintegration Manager submitted a joint report setting out information in relation to fixed term and permanent exclusions from schools, the reasons for such exclusions and actions arising from those exclusions. The Secondary Commissioner and Additional Provision and Reintegration Manager drew Members' attention to the following issues during their presentation of the report:

- That there were 47 permanent exclusions in Swindon during the academic year 2018/19 which was an increase of one on the previous year.
- Of the 47 permanent exclusions 13 involved primary school pupils, which was the same figure as the previous two academic years.
- The Council's pupil referral unit had doubled in size to 16 places for the

current academic year.

- The provision for primary aged pupils who had been excluded from school was being supported through additional education provision.
- Swindon had followed a national trend seeing pupils being excluded from school at an earlier age with 7 pupils being excluded from key stage one.
- An outline of activities being undertaken to support schools in preventing/reducing secondary schools exclusions, including staff training in association with the Department for Education which had supported and funded four days of training for secondary school staff on their behavioural strategy which had been well received by participants.
- That the Swindon Challenge aimed to bring national best practice to Swindon schools.
- The positive feedback received from schools to training opportunities provided by the Virtual School.
- A recent inclusion conference for behavioural attendance leads and secondary head teachers held in June 2019 focusing on pupils with Special Educational Needs and those having an Education, Health and Care Plan. This was in accordance with the Written Statement of Action Priority 7 and highlighted good practice and joint working practices between schools and the local authority.
- Work to reduce in-year school transfers and keep children in school, particularly where they hadn't been a change of home address.
- The development of the Council's Fair Access Panel for primary schools to facilitate early intervention to support pupils at risk of exclusion, which mirrored arrangements in place for secondary schools.
- The implementation of a new Education Other than at School process and structure to offer a support package for children at risk from exclusion through a partnership panel supported by two secondary head teachers.
- The recently negotiated agreement with all secondary head teachers of a flat rate maximum charge for any permanent exclusion.
- The revised Fair Access Protocol which was been drawn up in liaison with head teachers of secondary schools.
- Work to keep schools updated in respect of potential implications arising from the Timpson Report and the Child in Need Report.
- The benchmarking of exclusion data against other local authorities and the sharing of best practice between local authorities.
- The monitoring of part-time timetables which allowed more timely overview and challenge by the local authority.
- The increase of fixed term exclusions for primary schools and reduction in secondary school and special school fixed term exclusions.
- The work of the Exclusion and Reintegration team which supported the work of the Fair Access Panel.
- Alternative Education Provision provided within Swindon which included positive activities outside of the formal classroom environment.

Following their presentation officers responded to Members' scrutiny in respect of the following issues:

- Reasons that might lead to a child being excluded from school and whether mitigating factors, such as family issues, are considered by schools and reported to the local authority.

- The categories for exclusion set out within the DfE Guidance on exclusions.
- The role of independent School Exclusion Panels within the exclusion appeals process.
- Support for pupils within the classroom environment and in particular those with Special Educational Needs and how schools can access additional support.
- The way in which a typical graduated response might operate and how the local authority was supporting best practice and consistency across all schools in Swindon in respect of this work.
- How moves between schools were monitored and the types of reason a move might take place; it being noted that parents had the legal right to transfer their children between schools and that in many cases the local authority would not be involved.
- Work on ensuring exclusion policies were kept up-to-date and were in line with best practice.
- That Members would find the additional information referred to in paragraph 3.2 of the report useful in considering specifics of the report before them.
- The need to carefully monitor any pupils suffering multiple exclusions and to ensure not only that their education wasn't suffering but also that they were not being exposed to county line issues.
- The challenge to elected members, the Council as a corporate parent, officers and schools arising from potential changes arising from the Timpson Report.
- Issues raised by the Child in Need Review and how partner organisations would ensure that every child's needs are met and in particular how the role of Councillors might evolve to meet any additional responsibilities.
- What else can be done to reduce the number of exclusions, and in particular, permanent exclusions.

**Resolved** – (1) That the key performance messages in relation to exclusions from schools and school attendance at the end of September 2019 be noted.

(2) That improvements in preventing exclusions be recognised and acknowledged.

(3) That, further to paragraph 3.2 of the report, the Annual Report on Fixed Term Exclusions be circulated to members of the Committee.

## **28. Elective Home Education, Children Missing Education, School Leavers process update, and School Attendance reporting update**

The Early Help Operational Manager and Senior Education Welfare Officer submitted a joint report setting out information in relation to (a) Elective Home Education, (b) Children Missing Education, (c) the School Leavers Process, and (d) School Attendance Reporting. The Early Help Operational Manager and Senior Education Welfare Officer drew Members' attention to the following issues during their presentation of the report:

- The current position of Elective Home Education in Swindon and challenges faced when implementing guidance on Elective Home Education.
- That as at the end of September 2019 there were 225 children being electively home educated in Swindon although these numbers were fluid for a variety of reasons.
- That a recent audit of electively home educated children had been

undertaken and that officers were confident of the numbers of children being home educated. Home visits were being undertaken to ensure an appropriate level of education was being provided.

- A number of Children receiving elective home education had been RAG rated and the reasons for these ratings which were set out within the report.
- That engagement by parents with the local authority when electively home educating their children was a parental choice but that the local authority had a duty to ensure the home education was appropriate.
- That there were four school attendance orders being progressed by the local authority where the standard of education was not deemed suitable.
- Priority would be given to those children who had a red RAG rating.
- Work with Swindon Family Voice to engage families who were electively home educating their children acknowledging the right of parents to home educate their children and to ensure agreed actions were followed through.
- That Swindon was in the lower percentile for home educated children with 0.5% being educated in this way.
- The number of children missing education tended to peak in September as children may not return to school for a number of reasons, for example moving address, extended holidays or attending a school that they had not been allocated.
- That Swindon Borough Council tracked every child missing from education and held them on the Missing Education Register until the local authority was satisfied with their status and that they were receiving appropriate education. There were currently 21 children on the tracker whose whereabouts had not been confirmed and this was kept under regular review.
- The implementation of the JADU system which allowed schools to electronically inform the local education authority of any child who has left the school. Work was being undertaken to rectify some teething issues with the system (this was a national issue). This would allow cross referencing of census data more speedily and would facilitate any issues highlighted being followed up quickly.
- The Education Welfare Service would be reporting on attendance data and work was being undertaken to allow schools to update this data on a daily basis which would allow intervention before non-attendance became a major problem.

Following their presentation officers responded to challenges and questions in respect of:

- Members satisfaction that the electively home education in Swindon followed strong practice and in particular to the detail of monitoring and challenge in respect of all children in home education.
- The use of school attendance orders to ensure home education standards met the needs of children involved.
- The grounds on which home visits for the electively home educated children might be undertaken by local authorities.
- The types of reason for parents wishing to home educate their children.
- A break-down of the ages of children being electively home educated within the Borough.
- The strength of monitoring in respect of Children Missing Education.
- The consistency and accuracy of attendance register marking across the



Borough and how issues could be speedily addressed.

Resolved – (1) That the current overview of Elective Home Education in Swindon and the challenges when implementing the DfE guidance into practice for Elective Home Education be noted.

(2) That the number of Children being tracked over the past few months in relation to Children Missing Education be noted.

(3) That the actions taken to improve the school leavers notification process and how this will help to inform the EWS of trends, and illegal 'off rolling' which can then be challenged resulting in fewer pupils being removed from school roll when it is not in their best interest be recognised and acknowledged.

(4) That the identification of the Education Welfare Service as the lead for reporting on school attendance be noted.

(5) That the actions being taken to ensure accurate attendance data at pupil and school level in a timely manner to support the Local Authority in improving improved school attendance across Swindon be noted.

(6) That Members be circulated details of the Key Stage Exclusions together with details of multiple exclusions for individual pupils.

(7) That officers be requested to check whether codes for reporting attendance absence were being used correctly and consistently across the Borough.

(8) That the Committee recognise the strong work and practice being undertaken in respect of (i) electively home education in Swindon and in particular the detail of monitoring and challenge in respect of all children in home education, and (ii) the strength of monitoring in respect of Children Missing Education.

## **29. Children's Summary of Performance 2019/20**

The Director of Children's Social Work submitted a report setting out a summary of performance in children's services for the period April to September 2019. The Director of Children's Social Work drew Members' attention to the following issues:

- The high volume of work being reported through the Multi Agency Safeguarding Hub with an average of 1172 referrals on average per although it was noted not all would progress far into the system.
- Around ¼ of cases were referred at the moment and work to embed confidence levels with partner organisations to ensure a more streamlined approach.
- The on-going challenge of the recruitment and retention of social workers and measures being undertaken to attract new social workers to Swindon and to retain existing staff.
- The current mix of permanent and agency social worker staff and how this impacted on the budgetary pressures facing the service.
- The current level of 234 children subject to a Child Protection Plan at the end of September 2019.
- The outcome of Serious Case Review Q which had been reported earlier in the day.
- The monitoring and actioning of service improvement through pillar 4 in relation to the Quality of Practice.
- The reduction of the number of Children Looked After to a figure of 335 with approximately eight new cases per month.

- That 64.3% of Care Leavers were in Education, Employment of Training and whilst work was on-going to improve this figure this was a relatively positive position when compare to other local authorities.

Following her presentation the Director of Children's Social Work responded to Members' scrutiny in respect of:

- The increased complexity of many of the cases of children entering care and work to support children to stay with the families where this was an appropriate option. However children being brought into care were requiring more intensive support.
- The reasons for the complexity of cases of children entering into care including children moving to Swindon from outside the Borough, and the complexity family situations in cases being referred.
- The re-referral rate for cases to social services in comparison to national averages and work being undertaken with partners to better manage the underlying causes of these referrals.
- Quality Assurance in respect of the work of partner organisations and how Councillors could assess information to satisfy themselves as to the quality of work undertaken, especially where work was being undertaken on behalf of the Council.
- Thresholds for safeguarding work undertaken through the Multi-Agency Safeguarding Hub and the work of the Local Safeguarding Board in overseeing this work.
- The role of the Cabinet Member for Children's Services in overseeing exceptional safeguarding cases.
- That the positive performance in respect of infant's breastfeeding at 6-8 weeks.
- Concerns raised by primary school head teachers in respect of the number of children arriving at school with significant needs and failing to work close to their expected level of attainment and the drain this had on school resources.
- The change in the skill mix of assessment team's and the forthcoming focus on early visits by Council staff.

Resolved – (1) That the key performance messages in relation to 2019/20 mid-year data position (April- September 2019) for Children's Early Help and Social Care services be noted.

(2) That Members be provided additional information in respect of (i) the percentage of Children Looked After with Special Educational Need Statements, and (ii) actions being undertaken/planned to bring the prioritise contacts for new birth visits up to the national average.

### **30.**

### **Work Programme**

The Committee considered a report by the Chief Legal Officer on the results of the work programme consultation and the suggested priorities for the work for the Municipal Year, 2019/20.

Resolved – (1) That the report be noted.

(2) That an update from the Youth Participation and Education, Employment and Training Sub-Groups be submitted to the January meeting of this Committee.

(3) That the update on paediatric services be deferred until the March meeting of

the Committee.

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## Performance Report - Education and Skills

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

Date: 22<sup>nd</sup> January 2020

Author: Head of Skills, Employment and Lifelong Learning  
Education Place Planning and Admissions Manager

Wards: All

Parishes Affected: All

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#### 1. Purpose and Reasons

- 1.1 This report provides an overview of education and skills outcomes for children and young people. It includes performance, the successes and the challenges on School Place Planning, Admissions and Skills and Employment. It provides a high level summary of Educational Standards and a full report will be available at the next meeting. SEND Written Statement of Action (WSOA) is covered in separate reports.
  - 1.2 The Overview and Scrutiny Committee need oversight of Children's Services' performance in order to scrutinise, challenge and hold the service to account. The report highlights area of performance which is positive as well as areas where there are challenges, and improvements are required.
  - 1.3 The Education and Skills priorities contributes to the Council's Corporate priorities and pledges as follows:
    - 1.3.1 Priority 2: Right Skills, Right Job, Right Place: Priority Two focuses on offering education opportunities that lead to the right skills and right jobs in the right places. The pledges we are committed to in delivering this priority include:

Pledge 7. In addition to the two new free secondary schools, build one secondary and 13 primary schools to meet the needs of our increasing population.
    - 1.3.2 Priority 4: Help people to help themselves while always protecting our most vulnerable children and adults
- Pledge 8. Improve educational attainment, in particular at ages 16-19 so we are above the average in England by 2021.
- Pledge 11. Work with partners to increase the level of skills of Swindon's workforce to support all our residents, including the most vulnerable, to access employment.

## Performance Report - Education and Skills

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

Date: 22<sup>nd</sup> January 2020

#### 2. Recommendations

The Committee is recommended to:

- 2.1 Take note of the performance report on Education and Skills and recognise and acknowledge the successes and challenges outlined in the report.
- 2.2 Identify and challenge areas of concern that require further scrutiny and investigation. These will be owned by the Corporate Director of Children Services, with the support of appropriate Heads of Service and Corporate Senior managers.

#### 3. Detail

##### **Education Standards high level summary.**

*Please note all data apart from Key Stage 2 is provisional.*

##### **Educational outcomes – Early Years**

- 3.1 Good Level of Development (GLD) was achieved by 71.2% of children in 2019, compared with 71.8% nationally. This is an increase of 0.4% compared to 2018. There is a 3 year rising trend in GLD with gap between LA and national closing for 3 years.
- 3.2 % of boys achieving GLD has increased for 3 years and in 2019 is above national percentage by 0.9%. The gap between the % of boys and girls achieving GLD has closed and at 0.9% is below the national gap which was 13.5%

% Good level of Development			
	2017	2018	2019
Swindon	69.8%	70.8%	71.2%
National	70.7%	71.5%	71.8%
Gap	-0.9%	-0.7%	-0.6%

↑ 0.4%  
↓ 0.3%

*Provisional EYFSP Data 2019 and final EYSP data 2017/2018*

- 3.3. There are Increases in the percentage of children achieving their goals in literacy, reading, writing and maths, closing the gap with national average.
- 3.4 % of children achieving personal, social and emotional development (PSED) goal has increased from 83.8% in 2018 to 84.8% in 2019 and is in line with 2019 national average. There has been an Increase in the number of children achieving expressive arts and design goals overall and is above national average

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Further information on the subject of this report can be obtained from Sally Burnett, Direct Dial Telephone Number 07718918197. [sburnett@swindon.gov.uk](mailto:sburnett@swindon.gov.uk)

## **Performance Report - Education and Skills**

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

**Date: 22<sup>nd</sup> January 2020**

- 3.5 Phonics Year 1 – 80% of pupils met the expected standard which equates to 2381 pupils out of a cohort of 2974. This is 2% below the national expected standard and has fallen slightly by 2% from the previous year.
- 3.6 At the end of Key Stage 1, 91% of pupils achieve the expected standard in phonics. Key stage 1 attainment outcomes are at or above the national results in all subjects. Attainment remains highest in science and lowest in writing. When compared to 2018 results, there has been a decline overall but the 3 year trend is stable

#### **Educational outcomes - Primary Phase. Key Stage 1**

- 3.7 Phonics Year 1 – 80% of pupils met the expected standard which equates to 2381 pupils out of a cohort of 2974. This is 2% below the national expected standard and has fallen slightly by 2% from the previous year.
- 3.8 At the end of Key Stage 1, 91% of pupils achieve the expected standard in phonics.
- 3.9 Key stage 1 attainment outcomes are at or above the national results in all subjects. Attainment remains highest in science and lowest in writing. When compared to 2018 results, there has been a decline overall but the 3 year trend is stable

#### **Educational outcomes - Primary Phase. Key Stage 2**

- 3.10 Attainment overall has declined when compared to national figures. Reading has declined slightly and is 2% below the national expected standard. Writing has increased by 0.7% slightly when compared with the national expected standard. Mathematics at the expected standard has risen slightly by 2% from the previous local figures but remains 2% below national figures
- 3.11 Swindon's expected standard percentage in reading, writing and maths has decreased by 0.9% from 63.3% in 2017/18 to 62.4% in 2018/19.

#### **Educational outcomes – Secondary Phase**

- 3.12 Attainment 8 improved in 2019 to 45.1 from 42.9 in 2017. This further builds on a three year improvement trend and is moving towards national average of 46.7 with five schools above national average. Swindon ranked 92nd local authority compared to ranking 137th in 2017 for Attainment 8. Progress 8 improved in 2019 to -0.09 from -0.26 in 2017. This builds on a three year improvement trend and is moving towards the national average of -0.03 with three secondary schools achieving positive Progress 8 scores. Swindon ranked 87th local authority compared to ranking 136th in 2017 for Progress 8 scores.

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Further information on the subject of this report can be obtained from Sally Burnett, Direct Dial Telephone Number 07718918197. [sburnett@swindon.gov.uk](mailto:sburnett@swindon.gov.uk)

# Performance Report - Education and Skills

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

Date: 22<sup>nd</sup> January 2020

Attainment 8						Progress 8						Ebacc APS					
	2017	2018	2019				2017	2018	2019				2017	2018			
Swindon	42.9	43.9	45.1	↑	1.2	Swindon	-0.26	-0.14	-0.09	↑	0.05	Swindon	-0.26	-0.14	↓	-0.12	
National	46.4	46.6	46.7	↓	0.1	National	-0.03	-0.02	-0.03	↓	-0.01	National	-0.03	-0.02	↑	-0.01	
Gap	-3.50	-2.70	-1.60			Gap	-0.23	-0.12	-0.06			Gap	-0.23	-0.12			

Provisional Key Stage 4 data (2019) and final KS4 data 2017, 2018

- 3.13 Ebacc results remain a cause of concern. In 2019 17% of key stage 4 pupils secured an Ebacc standard pass against a national average of 25%. Swindon ranked 127th for strong Ebacc passes compared to ranking 140th in 2017. Across the borough, the percentage of pupils being entered for Ebacc shows a four year decline with 33% of pupils entered in 2016 and 28% entered in 2019. This compares to 40% of students entered nationally. Swindon is ranked 133rd for Ebacc entries, a decline from 2017 when Swindon was ranked 128th.
- 3.14 Securing improvements at key stage 4 maths has been a key priority for the Swindon Challenge Board. In 2019, standard passes in maths were 70% which is in line with national average. Swindon is ranked 78th for maths, compared to 109th in 2017. In 2019 strong passes in maths were achieved by 47%, an improvement of 1% on 2018 and slightly below the national average of 49%. Swindon is ranked 91st for strong maths passes compared to ranking 129th in 2017.
- 3.15 There are improvements in English outcomes; standard passes in English were achieved by 75%, almost in line with the national average of 76%. Swindon is ranked 86th for English passes, compared to 99th in 2017. In 2019 strong passes in English were achieved by 57%, below the national average of 61%. Swindon is ranked 102nd for strong English passes, compared to 116th in 2017.

## Educational Outcomes - Key Stage 5

- 3.16 In 2019, there was a small increase in the average point score per entry for A levels, increasing from 26.48 to 26.68. This compares to a national average of 33.77. There has been small increases in the last 3 years however the gap with national is not closing. % achieving AAB is 4.9% which has declined by 1% from 2018 and compares to a national figure of 15.8%. There is a very diverse set of results across the Swindon education providers.
- 3.17 In terms of destinations from level 3 courses (A level or equivalent), for 2018 leavers, progression to a positive destination of sustained education or employment is 88% which is in line with national average. 36% progressed into employment compared to 24% nationally and 34% progressed to Higher

Further information on the subject of this report can be obtained from Sally Burnett, Direct Dial Telephone Number 07718918197. [sburnett@swindon.gov.uk](mailto:sburnett@swindon.gov.uk)



## Performance Report - Education and Skills

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

Date: 22<sup>nd</sup> January 2020

Education (HE) compared to 49% nationally. The % progressing to HE has increased from 29% in 2018.

#### Skills and Employment

##### 3.18 What have we done well?

Top achievements	Progress to date and next steps	Impact and outcomes
The supported employment strategy and improvement plans are place with key targets agreed to 2022.	<b>Progress:</b> Improvement plans are now in place for NEET cohort and for CLA/Care Leavers.  Overview and Scrutiny Sub Group has been set up to increase opportunities for vulnerable young people.  <b>Next steps:</b>  Employer champions to be agreed and specific opportunities confirmed.	Robust plans in place outlining the key issues to address and actions needed to improve outcomes.  Commitment from members and partners to increase opportunities.
Case Review process in place for CLA/Care Leavers and for Young Offenders.	<b>Progress:</b> Monthly meetings with key members of staff to review cases and agree actions has taken place during 2019.  <b>Next steps:</b> Delivery of the improvement plan including the development of more bespoke Skills for Work programmes that engage and prepare young people for employment.  Processes to review cases to be integrated into Care Leaver Team business as usual during 2020.	Strong managerial oversight of the case work, improved overview of the needs of the group and planning to address them.
Supported Employment (part of Building Bridges) Delivery Model reviewed.	<b>Progress:</b> The funding for this programme has been agreed for a further 2 years and the targets for first 3 years have been met. The delivery model has been reviewed and the programme offer revised to better meet the needs of vulnerable young people and adults.  <b>Next steps:</b> Ensure better alignment	Programme has supported 53 residents into work since its inception in 2016.

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## Performance Report - Education and Skills

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

Date: 22<sup>nd</sup> January 2020

	with other Building Bridges Programmes and fully implement recommendations from the review.	
Planned increase in Higher Education Provision in Swindon	<p><b>Progress:</b> Successful bid for an Institute of Technology (IOT), Royal Agricultural University (RAU) to open in the Carrigageworks on 2020.</p> <p><b>Next Steps:</b> Detailed planning for the IOT starts in January 2020. Raise the profile of HE available in Swindon.</p>	Increase in the number of Higher Education courses delivered in Swindon.
Funding in place for a Careers Hub to improve Careers Education and all schools and colleges are part of Careers Hub pilot.	<p><b>Progress:</b> Each school and college has a plan in place to achieve the Gatsby Benchmarks. (Framework for effective Careers Education).</p> <p><b>Next Steps:</b> Include school progress to achieve Gatsby Benchmarks in the school improvement risk assessments.</p>	Careers Hub Schools and Colleges have increased the number of Gatsby Benchmarks achieved.
Adult Learning delivery now directly managed and quality of provision has improved.	<p><b>Progress:</b> During 2019, significant changes were made in order to meet the requirements of the new Ofsted framework and we have strengthened quality assurance processes.</p> <p>Quality Assurance and Performance Improvement Board (QAPIB) process in place.</p> <p><b>Next steps:</b> Continue preparing for Ofsted Inspection and continuous improvement to ensure consistently good provision.</p>	<p>Improvement in quality of provision and confidence of staff.</p> <p>In academic year 18-19, 95% of our learners achieved their planned learning outcomes, 98% completed their courses and attendance was good at 94%.</p>

3.19 Improvement plans are now in place to reduce NEET and specific plans are in place for CLA/Care Leavers. Plans for Young Offenders and young people with SEND have also been developed. Key internal and external stakeholders have contributed to the plans. Inspiring Leaders have completed a specific piece of

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

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work to review good practice in other Local Authorities and have made recommendations on how we can improve EET outcomes through our Corporate Parenting role. Plans to increase Apprenticeships in SBC and Mentoring is now in train as a result of this process. A number of specific opportunities have been planned for CLA/Care Leavers group including a Residential to Cambridge University and Bristol University. A range of awareness sessions have been delivered for Foster Carers including Apprenticeships and accessing web based information on careers.

- 3.20 We have identified the need to build the skills, knowledge and confidence of the workforce to support young people to access EET and we now have a Professional Practice Lead for EET in place.
- 3.21 During 2019, we improved the management and leadership oversight of individual NEET CLA/Care Leavers and set up a Case Review process where a range of service areas were able to contribute to a solution focused approach to moving cases forward. A total number of 64 cases were reviewed through this process. This work has provided real time evidence to support our planning of activity.
- 3.22 The Council has funding to deliver a European Social Funded programme of Supported Employment through the Building Bridges Programme. We have reviewed the work of the service and appointed a dedicated Employer Engagement resource to increase employment opportunities. In the first 3 years to October 2019, this programme has supported 287 individuals with 53 progressing to employment.
- 3.23 The Council has worked with Swindon College and other stakeholders to secure funding to set up an Institute of Technology which will offer Higher Education places in Digital, Engineering and Life Sciences to an additional 1350 residents. Work is now starting on developing the curriculum with businesses for a September 2021 start. Schools are a key stakeholder in this work and the IOT Steering Group will work with schools to raise the profile of HE opportunities in Swindon and increase progression to higher level courses.
- 3.24 The Careers Hub pilot is now in its second year and all Swindon Schools and colleges are benefitting from the programme. The programme aims to improve the sufficiency and quality of Careers Education as defined by the eight Gatsby Benchmarks. The number of benchmarks that have been achieved has increased. Funding for schools to build school to school support to further improve performance has been approved by the Steering Group. Career Leaders within school needing support are being coached on a 1 to1 basis by an Enterprise Coordinator in order to achieve the 8 Gatsby Benchmarks and a full programme of building capacity activity is in place.

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3.25 At the last Ofsted Inspection in 2016, Adult Learning achieved 'Requires improvement' and the service has made significant improvements to ensure robust monitoring and auditing of quality and performance. During the last 2 years the service has moved from 100% sub contracting to 80% direct delivery which has resulted in being able to influence quality and make changes more rapidly. The new Ofsted Framework implemented in September 2019, has required some significant changes to be made in order to meet the requirements. The updated Adult Learning Plan and 'Theory of Change' was approved by Cabinet in December 2019.

3.26 Key targets and current outcomes for vulnerable young people and adults.

Target Group	Target for March 2022	SBC Performance
Adults with a Learning Disability	Increase the percentage of Adults with a Learning Disability who are known to Adult Social Care in paid employment to 10% by March 2022.	At May 2019, 6.1 % of Adults with a Learning Disability known to Adult social care who are in paid employment
Care Leavers	To increase the percentage of Care Leavers in education, employment and training (EET) to 75% by March 2022.	2018 average of 57% of care leavers are in education, employment or training (national average 51%).
Young people 16/17	To increase the percentage of 16 and 17 year olds in learning to 95% by March 2022 (reduce number not in education, employment or training NEET). Reduce the % age with a destination unknown to 2%.	* November 2019, 88.8% of 16 and 17 year olds are in learning (national average of 90.3%). Unknowns 8.9% compared to national average of 5.6%

\*July 2019 figure for EET was 94.8%. It should be noted that we are currently in an active period of confirming destinations which is why NEET/ Unknown figures are higher.

#### What will we be doing differently?

3.27 Through the work to develop the Education Strategy, the service will work with key stakeholders to set out our future ambitions for residents in terms of education and skills outcomes, ensuring we raise aspirations and improve outcomes for vulnerable learners through an inclusive approach.

3.28 The service will ensure that the workforce has the skills and confidence to provide appropriate information, advice and support so that our vulnerable groups can access EET. This includes the development of an EET 'Professional Lead' role within our Family Intervention Service to build capacity across teams.

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- 3.29 Service Managers will use the insight from our case review work to better understand the needs and barriers of vulnerable young people to develop improved pathways to sustained work including more opportunities with employers.
- 3.30 The services will ensure that our vulnerable young adults are able to benefit from Adult Learning by continuing to integrate the Adult Learning offer into our work with priority residents. For example, community learning courses have been developed with Health Visitors to meet the needs of new parents.
- 3.31 Service Managers will improve the tracking and sharing information processes so that we have accurate and up to date information on the EET destinations of our vulnerable learners. We have also set up a process with our schools and colleges to share destinations of all KS5 students studying for 'A' level courses or equivalent so that we have more timely information on progression to Higher Education.
- 3.32 Service Managers will work with key stakeholders to update the Apprenticeship Growth Plan and ensure we have good insight into the barriers for employers and learners and the actions that key stakeholders are going to take. Since the introduction of the Apprenticeship Levy in 2017, there has been a decline in the growth of Apprenticeships.
- 3.33 In collaboration with the Local Enterprise Partnership, we will increase the number of 'Cornerstone Employers' linked to the Careers Hub who will lead the way to increase employer involvement in Careers Education to improve outcomes for young people and reduce the number of young people who are NEET. The Careers Hub aims to have a volunteer employer (Enterprise Adviser) working with each school to support and advise on employer engagement and improving employability. We currently have 4 vacancies in Swindon.

#### What are the challenges?

Top Priorities	Progress to date and next steps	Impact and outcomes
Enabling vulnerable young people to access sustained employment beyond 18	<p><b>Progress:</b> We have increased our overall insight and management oversight of cases and have a good understanding of the current offer, gaps and what needs to be in place.</p> <p><b>Next Steps:</b> Work through the Overview and Scrutiny sub group to increase</p>	More opportunities for vulnerable young people and reduce the number who are NEET.

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## Performance Report - Education and Skills

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	opportunities.  Through the Education Strategy work, ensure the post 16 offer meets needs.	
Tracking of young people 16/17 and all cohorts.	<p><b>Progress:</b> The time line and process for 16/17 year olds has been reviewed.</p> <p>Work to improve SEND data collation for 18-25s is now in train.</p> <p><b>Next steps:</b> Data from providers needs to be more timely and allocation of tracking resource needs to be increased from November to January.</p>	Accurate and up to date picture of the EET status of young people. Meet our statutory duty and reduce 'unknowns'.
Achieving Apprenticeship Growth targets	<p><b>Progress:</b> SBC co-ordinates the overall plan, organises events such as Jobfest and has raised the profile of Apprenticeships.</p> <p><b>Next Steps:</b> Gain a better insight on the current barriers to Apprenticeship Growth and agree stakeholder roles and responsibilities.</p>	Growth in the number of Apprenticeship opportunities.
Increasing the numbers of young people progressing to Higher Education	<p><b>Progress:</b> HE Strategy in place, HE provision in the area is growing and there is a greater awareness of the range of opportunities.</p>	Increase in the number of young people progressing to Higher Education.

- 3.34 There are a number of vulnerable young people who are not progressing to sustained employment. The services now have a clear understanding of the barriers and issues facing young people and increasing resilience and confidence and addressing Social, Emotional and Mental Health needs are key areas of focus. The current education offer does not meet the needs of some young people and we are working with a number of stakeholders to develop provision and to increase the opportunities with employers to prepare for sustained work.



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- 3.35 The Council has a statutory duty to track all young people age 16/17 and to confirm their EET destinations. We have set a target of ensuring 'unknowns' is less than 2%. We have developed a clear time line and process for education providers to share information. For those young people not in education, services need to make contact and confirm destination during October and November with the expectation that 'unknowns' are low after this period as the DfE collate data from Councils for national reporting from December to February. Our latest data report from November 2019 shows that 8.9% of young people are 'Unknown' against a national average of 5.6% although we are expecting the December position to improve. This compares to a figure of 2.3% in July 2019. . The percentage NEET is 1.7% against a national average of 2.9%.
- 3.36 The growth in Apprenticeship starts has slowed since the introduction of the Apprenticeship Levy in 2017. We have achieved 62% of the overall apprenticeship target in the first 4 years of a 5 year target period (this compares with 59% nationally). We are working across the Swindon and Wiltshire Local Enterprise Partnership to assess the key reasons for more employers not employing Apprentices and refreshing the plan. We have worked with partners to increase the awareness of Apprenticeships in schools and increasing access to training providers and colleges is on the Careers Hub priorities.
- 3.37 The percentage of young people progressing to Higher Education is below national average although there was a significant increase in 2018 from 29% to 34%. The strategy to address this includes the increase in local provision, work to improve attainment and raise aspirations. Young people are getting more information about HE and are able to access experiences of Higher Education through their Careers Programme or the work delivered by Oxford Brookes through the Study Higher Programme. The Council is currently working with schools and colleges to improve the timeliness of data on progression to inform the annual plan of activity.

### School Place Planning

- 3.38 Between 2017–2026, the 10 to 15 years age group is projected to increase by 2,300, and 16-17 year old age group by 1,000. The New Eastern Villages development will also bring 8,000 to 10,000 homes to the East of Swindon. As a result, Swindon has reviewed its Pupil Product Ratio, updated the baseline capital costs for new school provision, which has increased the expected cost of a new primary school (420 places) by £1.2m and a new secondary school (1500 places) by £12.6m. This increase in pupil demand and cost pressure will be scrutinised further through negotiations with housing promoters and developers.
- 3.39 There has been an active campaign to engage academy sponsors and as a result, Swindon has a fifth of all the Free Schools in programme for the South West region. This programme will ultimately provide approximately £105m of new provision for the Borough through external investment into Swindon. A number of new schools are being progressed and seven new schools have already been approved with the first one opening in September 2018. (Great Western

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Academy -North Swindon) followed by The Deanery and Badbury Park in September 2019.

- 3.40 The further schools in the programme are Kingfisher Primary School (Wichelstowe), Abbey Farm Primary School (Blunsdon) and Redlands Primary School (New Eastern Villages).
- 3.41 The Free School programme has been through a number of changes since its inception in 2010 and although Swindon was successful in the early stages, the criteria has been tightened and this route to new school provision is not accessible in the future.

#### What have we done well?

Top achievements	Progress to date and next steps	Impact and outcomes
Secured the opening of two new secondary schools and two new primary schools in September 2018 and September 2019	<p><b>Progress:</b> New places have been provided to meet the increasing demand, especially in secondary schools</p> <p><b>Next steps:</b> Work is progressing on three new primary schools. These are Kingfisher (Wichelstowe), Abbey Farm (North Swindon/Blunsdon) and Redlands (New Eastern Villages)</p> <p>There is falling birth rate, which will require an updated School Place Planning Strategy (in progress), however, new schools will still be needed in the new communities that are planned to be built across the borough.</p>	Providing required school places, increasing the opportunity for parents to choose and creating a more diverse range of education providers

- 3.42 We brought about a change in strategy to seek new school provision through the Free School programme, which has secured a number of new schools that either have opened or are set to open in the coming years. The strategy has also protected the Council from the cost of additional borrowing to deliver new schools.

#### What would we do differently?

- 3.43 Although the strategy has had clear advantages, there have been issues with the government delivering the some of the schemes without recourse to local

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demands. Especially in the case of Badbury Park Primary School (which opened in temporary accommodation), there have been numerous delays to the project and false starts. However, in the longer term, the school will provide a quality education to local residents, but some have missed out in the short term.

#### What are the challenges?

Top Priorities	Progress to date and next steps	Impact and outcomes
Securing new school provision on new housing developments when required	<b>Progress:</b> Updated the pupil yield and the benchmark cost of new school provision to provide a robust case to housing developers <b>Next Steps:</b> Continue to negotiate on new planning applications	Centrally procured free schools will not be available for new housing developments, so the Council will need to ensure that the impact on borrowing is reduced through a robust case or alternative delivery options e.g. developer built schools.
Falling birth rate and the impact on primary schools of surplus places from September 2022	<b>Progress:</b> Research into the cause and effect is completed and areas of impact have been identified <b>Next Steps:</b> Consultation with primary headteachers on the situation and opportunities that align to other strategies in early years and SEND	The main impact of a falling birth rate will be on school revenue budgets potentially leading to staff redundancies. Early planning and consultation could prepare schools for the likely impact

- 3.44 The Free School criteria from the Department for Education has changed and new Free Schools will need to be provided by Local Authorities through a combination of grant funding, section 106 and borrowing in order to continue to meet local needs, in a similar way to the provision of William Morris Primary School that opened in September 2019. This will continually be a challenge.
- 3.45 The next challenge will be the falling birth rate in the town. Lower numbers will lead to pressure on some schools budgets and potentially effect short term viability with surplus places across the town. Therefore, there could be a requirement for specific action for individual schools, such as identifying alternative education use for some accommodation.

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#### School Admissions

- 3.46 The School Admissions Team continue to see good performance for School Admissions with 91% of secondary school parents receiving their first school preference and 99% of parents receiving one of their three top secondary school preferences. 95% of primary school parents received their first preference school and 99% received one of their three primary school preferences.
- 3.47 Swindon is in the top 10 of Councils nationally for successfully offering places at preferred schools.
- 3.48 There has been a large number of in-year school transfers this year with over 2900 processed between September 2018 and July 2019, on average 260 per 30 school days.
- 3.49 The team has been able to meet this volume of applications through an in-year coordinated admissions system, which has significantly improved the allocation process, reduced applicant waiting time and complaints.
- 3.50 Of these 2900 applications, the team has also been able to offer 86% of parent's preferences and still made 425 alternative school places to children that were new to the area (inside and outside of the UK).
- 3.51 If the coordinated system was not in place, there could have been a risk that these children would not have a school place and were not successful in gaining a place at one of their preferred schools.
- 3.52 In the New Year we are looking to digitalise our late application process from end to end in order to achieve more efficiency savings within the team, and make it easier for parents to apply using the form.
- 3.53 The Team will also be running a small pilot to trial the School Admissions Portal to give schools real time access to applications at certain times of the year, again to ensure an effective efficient online process.

#### What have we done well?

Top achievements	Progress to date and next steps	Impact and outcomes
Consistently high level of preferences met again	<p><b>Progress:</b> For over 10 years Swindon has met over 90% of parents first preferences and nearly 100% of all preferences</p> <p><b>Next steps:</b> Continue the close work with school place planning colleagues to ensure that places and preferences are delivered when require and</p>	High level of parental satisfaction in Swindon that should be celebrated

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	maintain at a high level	
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- 3.54 For the first time, in 2018/19 the service achieved 100% online primary and secondary point of entry applications. This was a digital process from end to end.
- 3.55 The Admissions Team also successfully implemented online in year admissions in September 2019, and this now means that all admissions applications are now online and completely paperless and has resulted in a 99% reduction (65K pages to 635 pages) in print usage of the service.
- 3.56 The service also continue to consistently achieve high parental preference rates as per listed above for those that start school for the first time in Reception, Year 3 or Year 7.
- 3.57 The in year coordinated scheme offers places to children who are new to the Country and have not gained one of their preferred schools, which speeds up the process and reduces children missing education.

#### What would we do differently?

- 3.58 The service would have liked to have launched the School Admissions Portal earlier, preferably in September 2019, but this was reliant on an upgrade on the software, which did not happen until the end of October.

#### What are the challenges?

Top Priorities	Progress to date and next steps	Impact and outcomes
High school to school movement in year (2900 applications)	<b>Progress:</b> The team continue to meet this high demand for changing schools and are consulting on options to improve the process and reduce the timescales involved  <b>Next Steps:</b> Through the work on the Education Strategy, the team will work with key stakeholders to prioritise and create an inclusive culture	This is a high demand on the team, but there is also an impact of some children moving around the borough (or from another area) multiple times. This can have a negative impact on the quality of their education.
Increasing number of schools	<b>Progress:</b> The team continue	Children can be spending

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not prioritising inclusion	to be an advocate for parents and challenge schools on the legal duty to offer a school place  <b>Next Steps:</b> Through the work on the Education Strategy, the team will work with key stakeholders to prioritise and create an inclusive culture.	unnecessary time missing school for no legal reason. Partners must work together to ensure that no child misses out on their statutory rights.
Schools "opting out" of the in year admissions process	<b>Progress:</b> Discussion with some Academy Trusts has worked to ensure that they stay within the current process, but one trust is definitely opting out.  <b>Next Steps:</b> The admissions team will ensure that any alternative application process for an individual trust is as robust as possible.	The risk is the Council not being aware of where children are in the system if applications are dealt local by an Academy Trust. Therefore, communication and systems are key to ensure children are tracked when they move.

- 3.59 The School Admissions Team continue to be challenged by schools that refuse to admit children when they have no legal right to do so. The team spend unnecessary time and resource challenging schools on their decisions when the end result is that the child must be given a school place and this just delays the admission.
- 3.60 This has increased as more schools become Academies and are their own admitting authority and the role of the Local Authority for admissions is changing to one of more Governance of the process and system in place.
- 3.61 The School Admissions Team also have a number of schools that have chosen to opt out of the In Year Coordinated Scheme from 2021-22, which is their legal right but is also of huge concern. The Local Authority will not have sight of all applications for children moving into Swindon and our approach for those cases will be reactive rather than proactive as we will not know about the child unless the school or parent informs us.

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#### 4. Alternative Options

- 4.1 Specific options in relation to performance challenges are included in the report and will be discussed at the Overview and Scrutiny meeting.

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

##### Financial and Procurement Implications

- 5.1 There are no direct financial or procurement implications arising from this report. The Head of Finance for Children Services was consulted in relation to this report.

##### Legal and Human Rights Implications

- 5.2 Section 21 of the Local Government Act 2000 (as amended) 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 from this report. Any further implications will be identified when a topic is reviewed by the Scrutiny Committee and in any recommendation made by the Scrutiny Committee.

##### Diversity Impact Assessment

- 5.4 No Diversity Impact Assessment (DIA) is required at this stage in relation to this report. DIAs have been completed where appropriate for relevant strategies and plans referred to in the report. Any DIA that is required during review of topics included within the work programme will be identified at the appropriate stage.

##### Risk Management

- 5.5 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.

#### 6. Consultees

- 6.1 The Corporate Director of Finance and Assets (s151 officer) and Chief Legal Officer (Monitoring Officer) are consulted in respect of all reports.

#### 7. Background Papers

None

## **Performance Report - Education and Skills**

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

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#### **8. Appendices**

None

## Education, Training and Employment Sub Group

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

Date: 22<sup>th</sup> January 2020

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Author: Head of Skills, Employment and Lifelong Learning.

Wards: All

Parishes Affected: All

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#### 1. Purpose and Reasons

- 1.1 The purpose of this report is to provide an update on the work of the Education, Training and Employment Sub Group.

#### 2. Recommendations

The Committee is recommended to:

- 2.1 Take note of the work of the group to date and recommended areas of focus.
- 2.2 Provide feedback on the progress to date and identify any specific further recommendations for the group to follow up in future meetings.

#### 3. Detail

- 3.1 At the September meeting of the Overview and Scrutiny Committee, the remit and terms of reference of the Education, Employment and Training Sub Group was agreed.
- 3.2 The first meeting of the sub group took place on 5<sup>th</sup> December 2019. The group focused on the following:
- 3.2.1 Gaining a better understanding of the overall work being carried out to improve EET outcomes as outlined in the briefing paper included in Appendix 1.
- 3.2.2 A discussion on what each group member can contribute.
- 3.2.3 Exploration of the barriers to young people accessing sustained employment and the specific focus of the group to increase opportunities.
- 3.2.4 Identification of other stakeholders that may be able to support this work.
- 3.3 The group agreed to focus on the following:
- 3.3.1 To develop a preparation for employment pathway for young people where the current offer is not meeting needs.

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## Education, Training and Employment Sub Group

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

Date: 22<sup>th</sup> January 2020

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3.3.2 To secure support from a number of employers and other stakeholders who are able to offer opportunities and identify stakeholder champions to develop this.

3.3.3 To explore the community projects that can support young people who are NEET.

3.4 A second meeting is taking place on 15<sup>th</sup> January and will focus on developing a more detailed plan of action to achieve the areas of focus identified above.

#### **4. Alternative Options**

4.1 A number of approaches are in place to address improving EET outcomes and participation/engagement of children and young people. No other options need to be considered at this time.

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

##### Financial and Procurement Implications

5.1 The Head of Finance for Children Services was consulted in relation to this report. There are no financial implications arising directly from this report.

5.2 Any financial implications of recommendations from the Sub Group Plan will be considered at future meetings.

##### Legal and Human Rights Implications

5.3 Legal and Human Rights considerations have been taken fully into account in compiling this report. It is considered that the recommendations of this report are compatible with Convention Rights.

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

5.4 There are no other implications arising from this report,

##### Diversity Impact Assessment

5.5 A Diversity Impact Assessment is not required at this stage.

##### Risk Management

5.6 Any risks arising from the proposals contained within the report will be managed through the risk management process.



## **Education, Training and Employment Sub Group**

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

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#### **6. Consultees**

- 6.1 The author has consulted, where appropriate, with Corporate Directors, Heads of Service and other officers on the report.
- 6.2 The Corporate Director of Finance and Assets (s151 officer) and Chief Legal Officer (Monitoring Officer) are consulted in respect of all reports.

#### **7. Appendices**

- 7.1 Appendix 1 – Briefing paper on EET outcomes and current activity.

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## EET Report

<b>Title / Subject:</b>	Report for the Cross Scrutiny Education, Training and Employment Sub-Group	<b>Date:</b>	November 2019
<b>Report For:</b>	Cross Scrutiny Education, Training and Employment Sub Group.	<b>Report By:</b>	Jen Jones Skills and Employment Manager – Skills, Employment and Lifelong Learning

<b>1.0</b>	<b>Context</b>								
Page 35	<p>In October 2018, the Health and Wellbeing Board approved the Supported Employment Strategy which sets out our commitment and approach to increasing the number of Swindon residents who have health and disability needs or who are vulnerable and have barriers to accessing education, employment or training. The strategy includes a number of ambitious targets which are set out in the delivery plan:</p> <table border="1"> <thead> <tr> <th></th><th>Target for March 2022</th></tr> </thead> <tbody> <tr> <td><b>Adults with Learning Disability</b></td><td>Increase the percentage of Adults with a Learning Disability who are known to Adult Social Care in paid employment to 10% by March 2022.</td></tr> <tr> <td><b>Care Leavers</b></td><td>To increase the percentage of Care Leavers in education, employment and training to 75% by March 2022.</td></tr> <tr> <td><b>Young people 16/17</b></td><td>To increase the percentage of 16 and 17 year olds in learning to 95% by March 2022. <i>Added June 19:</i> To achieve 3.0% or less for Not in Education, Employment or training (NEET) and 2% for Destination Not Known based on the national dataset reported in March annually.</td></tr> </tbody> </table> <p>The overall purpose of the sub group is to bring together key stakeholders who are able to provide specific support or opportunities for young people and to empower Elected Members to carry out its responsibilities to increase the number of young people 16/17 and Special Educational Needs and/ or Disabilities (SEND)/Care Leavers up to 25 accessing Education, Employment and Training.</p> <p>There is currently no target set for young people 16-25 with SEND or young people known to Youth Offending Services (YOS) but it is acknowledged that there needs to be equal focus on these cohorts as for other vulnerable groups so they will be included in the work of this Overview and Scrutiny Sub-Group.</p>		Target for March 2022	<b>Adults with Learning Disability</b>	Increase the percentage of Adults with a Learning Disability who are known to Adult Social Care in paid employment to 10% by March 2022.	<b>Care Leavers</b>	To increase the percentage of Care Leavers in education, employment and training to 75% by March 2022.	<b>Young people 16/17</b>	To increase the percentage of 16 and 17 year olds in learning to 95% by March 2022. <i>Added June 19:</i> To achieve 3.0% or less for Not in Education, Employment or training (NEET) and 2% for Destination Not Known based on the national dataset reported in March annually.
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2.0

Performance

Swindon’s current performance in relation to national indicators and compared to statistical neighbours is as follows:

	Current performance	Target Mar 2022	National Indicator	Statistical Neighbour
Young people 16/17	87.3%*	95%	85.1%	81.1%
Care Leavers	57.44% (October 2019)	75%	60%	59.3%
Young people with SEND 16-25	85%	Tbc	Tbc	Tbc
Young people known to YOS	58.57%	Tbc	Tbc	Tbc
Adults with LD known to Social Care	6.1% (March 2019)	10%	5.9%	6%

Data provided by the Performance and Intelligence Team 28<sup>th</sup> November 2019.

\*Our July 2019 figure for EET was higher than this at 94.8%. It should be noted that we are currently in a period of confirming destinations which is why NEET/ Unknown figures are higher, although we are in a much better position than we were in at the same point last year.

3.0

Key themes and activities to address

Theme	Key issues	Activity undertaken/ underway	Activity planned
Pathways – the different ways in which young people can move through education and training to achieve employment.	Limited range of provision post 16 – work needs to be done to develop a wider range of learning and training opportunities that will lead to employment or higher learning for vulnerable groups.  Limited range of innovative re-engagement programmes and	Provision mapping – work is being done to confirm which organisations are offering support to overcome barriers as well as different learning opportunities so that a list of providers specifying who does what, for who and how the provision can be shared.	Development of pathways to Education Employment or Training. Available on the internet – young people, their families/ carers and professionals will be able to look at the different routes into learning and employment and will be able to see which providers and services will be

	<p>learning opportunities. Many vulnerable young people will struggle to go to college based provision – we need to think about how else we could support them to access learning.</p> <p>There is a need to increase the number of supported routes into employment as young people from all vulnerable groups may struggle to gain employment in the competitive job market – such as Supported Internships, Inclusive Apprenticeships.</p> <p>Lack of clarity around what different options are available locally and how they can be accessed.</p> <p>Providers can face challenges when offering provision for vulnerable groups due to concerns around the cost to deliver the necessary support, or their ability to meet the complex needs of the individuals.</p> <p>A traditional classroom based approach to delivery may exclude vulnerable groups from attending. There is a need to develop more alternatives to this approach so more young</p>	<p>Piloting alternative innovative provision (e.g. the Platform Project)</p> <p>Bid to deliver traineeships as part of a pathway to apprenticeships/ employment</p> <p>Exploring a joint bid with Prime Theatre to develop pathways into Creative Arts through the Arts Award.</p> <p>The SEND Team have undertaken a review of post 16 provision for young people with SEND and are working with providers to develop the offer of more inclusive pathways into employment such as Supported Internships.</p> <p>Working on growth of Supported Internships offer with local providers and SEND Service and Preparing for Adulthood (PfA).</p> <p>Moving on booklet being developed by SEND Team.</p> <p>Transitions Protocol currently being drafted.</p> <p>New College is delivering the Get Ahead programme – aimed at re-engaging young people</p>	<p>able to support them on their journey.</p> <p>Co-Production of interactive guide to pathways into EET with key stakeholders and vulnerable groups.</p> <p>Ensure effective links to existing review and planning events/ activities such as statutory annual reviews of Education Health and Care Plans (EHCP) for young people with SEND, Planning Live, Pathway Plans and Personal Education Plans (PEP) for children looked after, so information is accessible at point of need.</p> <p>Work with the DWP (Job Centre Plus) to clarify what support they will offer to vulnerable groups</p> <p>Work with Colleges and Training Providers to further develop their learning opportunities so that more young people are able to access education in a variety of ways that will better meet their needs and offer more opportunities to develop employability skills and progress onto further learning</p>
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		<p>people can take part in learning.</p> <p>New College also deliver the Evolve programme.</p> <p>Swindon College offer a Foundation Learning programme.</p>	<p>who are NEET and supporting them into suitable EET.</p> <p>or employment.</p>
Personal Barriers	<p>Previous trauma not dealt with</p> <p>Chaotic lifestyle or living arrangements.</p> <p>Mental Health</p> <p>Current options less attractive than current lifestyle</p> <p>A general culture of lower aspirations for individuals and those who support them about what they can achieve.</p>	<p>Development of trauma informed practice model in key services.</p> <p>Staying Put and Staying Close policies ensure stability in living arrangements and ongoing support for some. Meaning young people who have reached the age of 18 remain with their foster carers or near to their residential homes so that they still have access to their support.</p>	<p>Improvements in transitioning from one service to another through better understanding of provision pathways available to vulnerable young people.</p> <p>Pathways into Education Employment and Training will provide more diverse opportunities and a graduated approach to interventions to work with young people at a pace that suits their needs and circumstances, but with a focus on moving them closer to and into EET.</p>
Workforce development	<p>First tier Impartial Advice and Guidance/ understanding of EET and what provision is out there needs improving.</p> <p>Professionals working in Schools, Colleges, Training</p>	<p>EET Professional Practice Lead identified. This role will work across all disciplines to increase practitioners understanding of their role in relation to EET and their</p>	<p>EET Summit to be delivered – sending a strong message that EET is everyone's business.</p> <p>Establish EET case review groups for other vulnerable</p>

		<p>Providers, Social Care, Early Help and other services need more support and training to understand how they can support young people to get into education, employment or training or to work with other services who can help them achieve this.</p> <p>Need to ensure that all stakeholders understand that EET is everyone's business.</p> <p>There needs to be a shift in the culture of aspirations regarding the potential for young people in the vulnerable groups in young people themselves, their families/ carers and the professionals who work with them.</p>	<p>confidence in providing first tier support to young people to support them to explore and engage with EET opportunities</p> <p>EET Champions within Social Care Teams identified. These staff will ensure that EET is a priority for all practitioners. They will promote the idea that EET can be seen as positive route out of difficult circumstances.</p> <p>Reconfiguration of work of YEW Service to allow dedicated focus on EET and more targeted support.</p> <p>EET Case review groups. Multi-disciplinary approach to reviewing vulnerable groups set up for Children Looked After/Care Leavers and young people known to Youth Offending Services. These groups look at individual cases and offer support and challenge to lead professionals as well as helping to problem solve where young people are 'stuck' and not moving forwards into positive outcomes.</p>	<p>groups – SEND, Adults with Learning Difficulties or Disabilities known to Adult Social Care. Longer term it is anticipated that this approach will become embedded into daily practice.</p> <p>EET will be a key part of all department improvement plans.</p> <p>Ensure a sustainable funding model for key services such as the Supported Employment Team.</p>
	The availability of more intensive 1:1 support for those individuals furthest away from EET.	Lack of capacity within current delivery model's and staffing levels to provide a more intensive and frequent	Reconfiguration of service delivery model within YEW Service underway – 30% focus on EET, 30% focus on Social	The introduction of a Professional Practice Lead role will help front line staff to understand their responsibilities

<p>intervention model. Young people need to be seen more often and more frequently in order to help them to overcome their barriers to participation and to be to move them into suitable education, employment or training.</p>	<p>Care, Edge of Care, 30% focus on Early Help</p> <p>Review of structure and delivery model of the Supported Employment Team (SET) is underway to identify ways in which a more intensive and impactful service can be offered.</p> <p>Exploration of sustainable funding and delivery models and development of the Supported Employment Service once the Building Bridges funding ceases in 2021.</p> <p>The Aspiring Leaders group have been working on two ideas. The first is linked to the Apprenticeship Pathway and is looking at how young people can be better supported to learn the necessary employability and professional behaviour skills that will ensure they will be successful in Apprenticeships. The second is focusing on the development of a mentoring offer by senior managers. The aim being that senior managers will build a relationship with young people over time and offer mentoring support on a regular basis to help them develop confidence</p>	<p>in relation to EET in terms of tier 1 interventions. Having more confident staff will enable them to support young people more effectively at an earlier stage which will release more specialist capacity to support those young people with more complex barriers to participation.</p> <p>Review the impact of the Get Ahead re-engagement programme. How effective is the model? Is it working or do we need to do something different? How many young people are moving into positive destinations as a result of this programme?</p>
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		and skills.	
Lack of employer engagement	<p>Employers can be hesitant about offering opportunities to vulnerable groups due to concerns that they will be less effective, or more costly to support than their peers or that they will not be reliable employees.</p> <p>There is a need for an employment culture shift to encourage employers to consider a more diverse range of people for their opportunities and to offer more inclusive recruitment and selection processes as more traditional methods of recruitment often exclude certain members of society.</p> <p>The Local Industrial Strategy (LIS) includes a priority on inclusion but it would be helpful to develop further detail on the action needed.</p>	<p>The SET have recently appointed an Employer Engagement role who is working closely with employers to identify opportunities and support them in term of making reasonable adjustments and developing inclusive recruitment and selection processes as well as helping them to understand other support that employees can potentially apply for such as Access to Work.</p> <p>Jobfest – Feb 4<sup>th</sup> 2020. Quiet session to be offered to vulnerable groups where they can come and speak to employers about real employment opportunities outside of the main sessions.</p>	<p>Suggest that the SWLEP champion inclusive employment opportunities as a means of closing some of the employment skills gaps in the area. This needs to be included in the emerging Skills Plan.</p> <p>Work with employers to increase the number who are registered as Disability Confident.</p>
Data	<p>Multiple data sources currently used – unvalidated and validated data, not all of which is feeding into the national measures.</p> <p>Tracking and monitoring of EET</p>	<p>September Guarantee tracking and validation work with Performance and Intelligence Team, Youth Engagement Service and providers.</p>	<p>Identify suitable data solution to support effective EET tracking and validation work.</p> <p>Ensure that all available data sources feed into the data solution in a timely manner so</p>

		status needs to be improved for all cohorts.		that we have an up to date focus on the EET status of our priority groups.
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## Engagement and Participation of Children & Young People

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

Date: 22<sup>nd</sup> January 2020

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Author: Corporate Director – Children Services (DCS)  
Wards: All Wards  
Parishes Affected: All Parishes

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### 1. Purpose and Reasons

- 1.1 This report provides the Children's Health, Social Care and Education Committee with a plan of action on how children and young people will be engaged with within the Committee for the forthcoming year 2020- 2021
- 1.2 This work links to the following One Swindon Priorities:
- Priority Four: Helping people to help themselves while always protecting our most vulnerable children and adults.

### 2. Recommendations

The Committee is recommended to:

- 2.1 Agree the plan of action as listed in 3.1.4.
- 2.2 Support the work going forwards as listed in 3.2.

### 3. Detail

#### 3.1 Children and Young Peoples Engagement

- 3.1.1 The engagement of children and young people (CYP) in the Children's Health, Social Care and Education Committee will give an opportunity for CYP to have a voice in helping to shape policy, procedure and development in Swindon Borough Council.
- 3.1.2 CYP are already currently engaged in several different areas via the Children in Care Council, Young Carers Forum and Thought Tank (Disabled Young People).
- 3.1.3 It is proposed that Swindon STEP, under the current commissioned contract 'SEND Participation, Young Inspectors and Young Commissioners', will work in partnership with the Challenge and Participation lead to develop a network of CYP to support the work of the Children's Health, Social Care and Education Committee.
- 3.1.4 It is proposed that:

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Further information on the subject of this report can be obtained from Claire Smith, Telephone Number 46 5815, [csmith@swindon.gov.uk](mailto:csmith@swindon.gov.uk).

# Engagement and Participation of Children & Young People

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

Date: 22<sup>nd</sup> January 2020

- 
- CYP will attend Children's Health, Social Care and Education Committee three times a year to comment/feedback on reports that are relevant to them
  - CYP will attend a fourth meeting to present an Annual Report on activities they have been engaged with. Giving the committee an overview of successes and areas for further development
  - The Participation Network will be utilised to widen the range of CYP involved where appropriate
  - CYP will invite the Committee to attend an external meeting, led by CYP once a year.
  - CYP will be offered an opportunity to undertake an AQA qualification that links with the work they undertake.
  - A review checklist will be developed to hold people to account on any agreed improvements as a result of CYPs engagement.

- 3.2 In order to fully support the work going forward there will be guidance on which reports the CYP are required to focus on, and what the young people are required to do at the meetings.

Lead staff will require a copy of all reports in advance of the meeting so that CYP can be supported in accessing the information and have the opportunity to fully understand the content.

Lead staff will require an annual agenda of committee reports to enable them to organise and facilitate sessions.

There have been some challenges in meeting with Members to discuss the proposal. A meeting request has been proposed for the 21<sup>st</sup> January for further discussion and clarification.

## 4. Alternative Options

- 4.1 None

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

### Financial and Procurement Implications

- 5.1 There are no financial implications

### Legal and Human Rights Implications

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

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Further information on the subject of this report can be obtained from Claire Smith, Telephone Number 46 5815, [csmith@swindon.gov.uk](mailto:csmith@swindon.gov.uk).

# Engagement and Participation of Children & Young People

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

Date: 22<sup>nd</sup> January 2020

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

5.3 None

Diversity Impact Assessment

5.4 A diversity risk assessment has not been completed, however, data on those consulted will be collected and monitored with a view to developing a DIA in the near future.

Risk Management

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

## 6. Consultees

6.1 The Corporate Director of Finance and Assets (s151 officer) and Chief Legal Officer (Monitoring Officer) are consulted in respect of all reports.

## 7. Background Papers

7.1 None

## 8. Appendices

8.1 None

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## Work Programme 2019/20

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

#### Overview & Scrutiny Committee

Date: 22<sup>nd</sup> January 2020

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Author: Chief Legal Officer

Wards: All

Parishes Affected: All

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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.

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.

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Further information on the subject of this report can be obtained from Contact Shaun Banks, 0789752047, sbanks@swindon.gov.uk

# Work Programme 2019/20

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

Date: 22<sup>nd</sup> January 2020

- 
- 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 2019/20 Municipal Year.

### 2. Recommendations

The Committee is recommended to:

- Consider and discuss the Chair's proposal for the 2019/20 work programme.
- Approve the proposed Work Programme for the remainder of the 2019/20 Municipal year.

### 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 2019/20 Municipal year.
- 3.3 Attention is drawn to the Scrutiny Process Flowchart, attached at Appendix 2, which is aimed at assisting the Committee in identifying how they could influence policy development.

#### Task Group Reviews

- 3.4 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.

### 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.



# Work Programme 2019/20

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

Date: 22<sup>nd</sup> January 2020

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### 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.

#### Diversity Impact Assessment

- 5.4 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

- 5.5 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.

### 6. Consultees

- 6.1 The author has consulted, where appropriate, with Corporate Directors, Heads of Service, other officers and relevant partners on the purpose, content and recommendations of the report.

### 7. Background Papers

- 7.1 None.

### 8. Appendices

- 8.1 Appendix 1 – Work Programme for 2019/20.

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Further information on the subject of this report can be obtained from Contact Shaun Banks, 0789752047, sbanks@swindon.gov.uk

## **Work Programme 2019/20**

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

**Date: 22<sup>nd</sup> January 2020**

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8.2 Appendix 2 – Scrutiny Process Flowchart.

**Children's Health, Social Care and Education**  
**Work Programme 2019-20**

**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 and monitoring performance.
- The monitoring of progress towards delivering relevant strategies, corporate priorities, and the Councils pledges and 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 for vulnerable groups, particularly those vulnerable to criminal exploitation, poor school attendance and attending alternative education provision.

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: Shaun Banks  
Email: [sbanks@swindon.gov.uk](mailto:sbanks@swindon.gov.uk)  
Tel: 07980 752 047

**Pillars of Improvement:**

- Workforce
- ICT
- Quality of Social Work Practice
- Placement stability and sufficiency
- Early Help Hub, Troubled Families and Early Help Offer (combine with partners pillar)

<b>3rd July 2019</b>		
<b>Early Help Hub, Troubled Families and Early Help Offer</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Co-optees Appointment	a) To confirm the appointment of Co-optees to the Committee. b) Ask the Committee if they wish to co-opt four young people to the Committee.(2 plus 2 deputies)	Chair
Performance Report-Full Year Report March-April 2019.	To provide a detailed report on the Children's Services performance. To include: <ul style="list-style-type: none"> <li>a) An analysis of re-referrals to determine if support and interventions were appropriate and sustainable</li> <li>b) The work being undertaken on the serious case reviews to prevent escalation</li> </ul>	Jo Ash and Lee-Anne Farach
Healthy Child Programme 0-5s	To provide a report on the Healthy Child Programme delivered by Childrens Services an Partners in Swindon	Katie Currie
<b>Pillars of Improvement 1</b>		
Implementation of Early Help Strategy, delivery of Early Help Hub and Family Intervention and Support Service Restructure.	To provide information on implementation of the Early Help Strategy and the new service structure, and the impact and quality of working in the Early Help Hub	Jane Griffiths
SEND - Progress on Written Statement of Actions Following Local Area SEND Inspection November 2018	To challenge and scrutinise the Written Statement of Action and the progress made in delivering improvements.  To update the Committee on the preparatory work being undertaken.	Peter Nathan
Work Programme discussion	To set the work programme for the forthcoming municipal year.	All

<b>25<sup>th</sup> September 2019</b>		
<b>Theme/Scope: Educational</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Performance Report- Q1- 2019/2020	To provide a detailed report on the Children's Services performance.	Jo Ash and Lee-Anne Farach
Progress report on the monitoring made by the sub-group on the improvement plan		
Education Standards and Improvement – Provisional Education outcomes 2019 and schools performance.	To challenge and scrutinise	Peter Nathan
OFSTED Inspection Update	To review the OFSTED Inspection Report and Actions Arising	Peter Nathan
<b>Pillars of Improvement 4</b>		
Improving the quality of Social Work practice to include scrutiny of MASH improvement post April 2018 inspection	To challenge and scrutinise	Lee-Anne Farach
Work Programme discussion	To review the work programme.	All

<b>OCTOBER 2019 – Date to be confirmed</b>		
<b>Theme/Scope:</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Multi-agency scrutiny on Swindon's response to Child Exploitation, Missing, Vulnerable Children and on-line internet safety	To challenge and scrutinise	Jeanette Chipping

<b>27<sup>th</sup> November 2019</b>		
<b>Theme/Scope:– Quality of Social Work Practice</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Performance Report Q2 2019/2020	To provide a detailed report on the Children's Services performance.	Jo Ash and Lee-Anne Farach

<b>27<sup>th</sup> November 2019</b>		
Progress report on the monitoring made by the sub-group on the improvement plan		
Alternative provision for children not attending school	To update the Committee on the provision and outcomes of young people	Peter Nathan/Nigel Pickering
Exclusions, attendance (register marking and attendance network), Children Missing Education, Children Elected Home Education. To also include off-rolling and part time timetables	To challenge and scrutinise	Peter Nathan, Wendy Lunt and Caroline Starling
Work Programme discussion	To review the work programme.	All

<b>22<sup>nd</sup> January 2020</b>		
<b>Theme/Scope: Placement Stability and Sufficiency</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
SEND - Progress on Written Statement of Actions Following Local Area SEND Inspection November 2018	a) To update the Committee on the progress and improvement against the Written Statement of Action.	Roz Pither
Youth Participation – How we engage with children and young people.	To receive details of the Youth Council's and participation group' work for the 2018/19 period and to give the Committee an opportunity to identify any issues raised that Overview and Scrutiny can assist with.	Paul Dobson/ Claire Smith/Jane Alexander
Children's commissioned services for physical and mental health.	To report to the Committee on Children's commissioned services including CAMHS and TAMHS.	Katie Currie
Health Visitors Update	To update Members on information requested at its September meeting	Katie Currie
Work Programme discussion	To review the work programme.	All

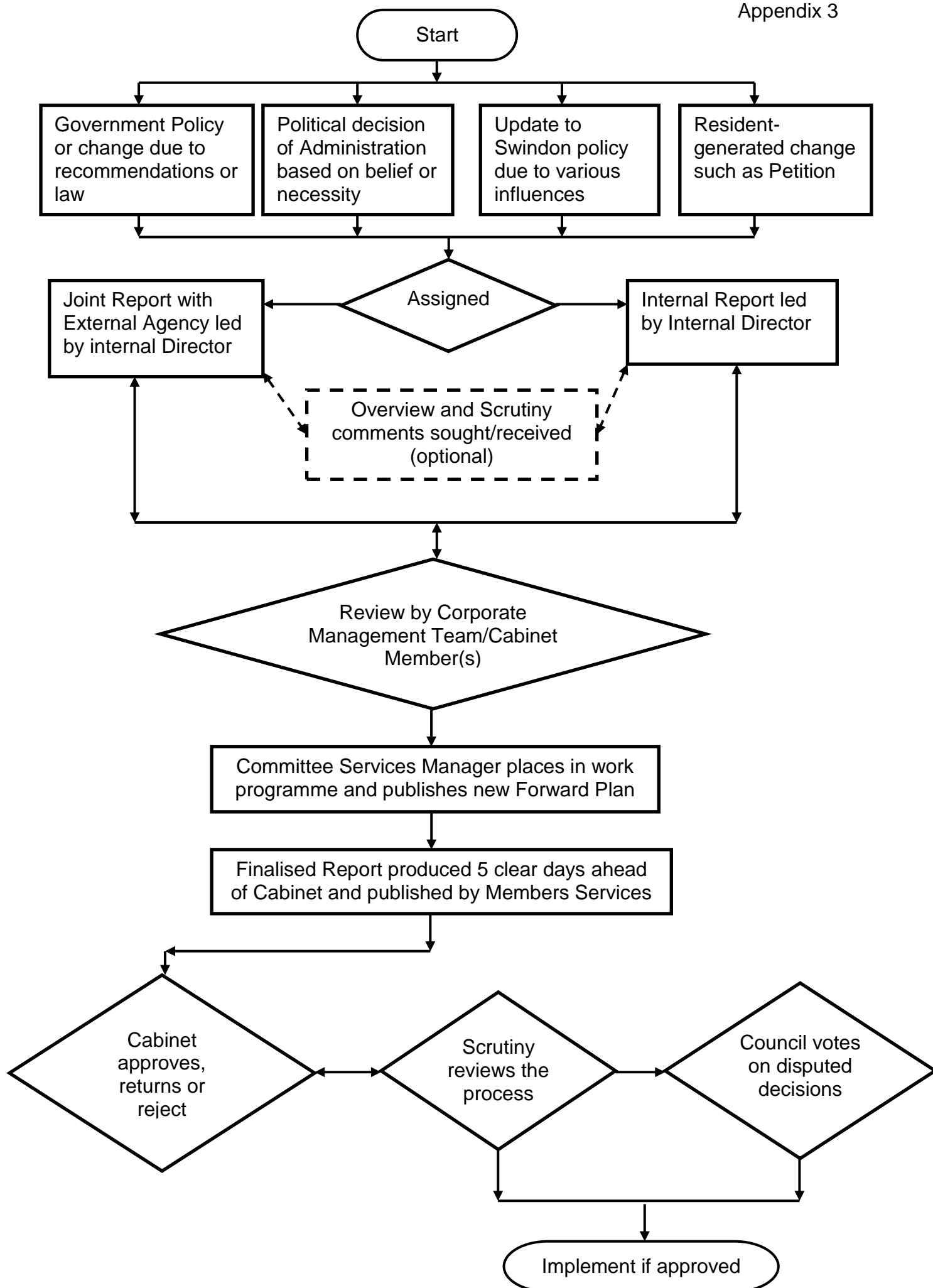
<b>18<sup>th</sup> March 2020</b>		
<b>Theme/Scope: Workforce</b>		

<b>18<sup>th</sup> March 2020</b>		
<b>Item</b>	<b>Objectives</b>	<b>Witnesses</b>
Performance Report Q3 2019/2020	To provide a detailed report on the Children's Services performance.	Jo Ash and Lee-Anne Farach
Progress report on the monitoring made by the sub-group on the improvement plan		
Internal paediatric services.		Katie Currie
Education Standards and Improvement. To cover validated data.	The published Educational outcomes for 2019 at all key stages, post 16 and HE  To receive and challenge a report from Swindon Challenge Board in quality of educated provision.	Marie Horton
Youth Offending Team, Report of the YOT Board	To receive, challenge and scrutinise an Annual Report from the YOT Board.	Matt Bywater
Work Programme discussion	To review the work programme and make suggestions for the next Municipal year.	All

<b>Task Group</b>
Task Group with members of the Growing the Economy O&S to be set up to review how NEET and children in care were engaged with to get into work. Report to be submitted to Cabinet.

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