

Scrutiny Inquiry Progress Update on Recommendations
Interim/Final Progress Report 12 months on

Select Committee Inquiry Report Completion Date: 14th March 2014

Date of this update: 22nd Sept 2015

Lead Officer responsible for this response: Atifa Sayani

Cabinet Member that has signed-off this update: Zahir Mohammed

Accepted Recommendations	Original Response and Actions	Progress Update	Committee Assessment of Progress (RAG status)
<p>Recommendation One: Targeting Economically Disadvantaged Communities We recommend that the Cabinet Member ask the Bucks Learning Trust to explore the feasibility of establishing Learning Development Centres to offer targeted learning opportunities for parents and children. These centres should be located in areas accessible to economically disadvantaged families.</p>	<p>Accepted in part - This is a commissioning responsibility which remains with the County Council. The Cabinet Member will explore the approach used at Learning Development Centres and consider how the benefits could be delivered locally within existing resources.</p>	<p>The Council transferred to the Buckinghamshire Learning Trust the Matrix Centre project in High Wycombe based at Wycombe Wanderers Football Club. The centre focuses on under achieving students and this includes a number of Pupil Premium pupils. The Matrix provides 6- week interventions after school based at the centre.</p> <p>Update The focus is on numeracy, literacy, confidence, resilience in learning and social development activities. The outcomes of the Centre are very positive. 890 students accessed a variety of programmes in 2014-15; 172 (146 primary students) attended the after school study support provision.</p> <p>71 Pupil Premium pupils attended the Matrix Centre either in Year 5 in 2013-14 or Year 6 in 2014-15). Results of these pupils at level 4+ in reading, writing and maths at KS2 in 2015 were 5% above Pupil Premium results for Buckinghamshire as a whole. Progress was also above the county average for disadvantaged pupils.</p>	

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		<p>Parental And Pupil Perceptions - All Participating Families (2014-15)</p> <ul style="list-style-type: none"> • 99% of parents said they were pleased with their child's experience with the Matrix Centre • 99% of parents reported that attitudes to learning had improved • 98% of parents reported that the confidence of their children had improved • 99% of students rate their learning experience as 'brilliant' or 'good' • 73% of students reported that there has been a positive impact on their work back at school • 95% of students said they felt more confident as learners <p>The Matrix Centre ran a successful after school pilot with 2 Aylesbury schools (Year 5 cohort) in 2013-14 in partnership with the Waterside Theatre. Numbers of disadvantage pupils in this pilot cohort at the end of Y6 were small but results were encouraging.</p> <p>The Matrix Centre is currently planning to run 2 pilots in the Autumn Term (2015) which involves:</p> <ul style="list-style-type: none"> • A study support programme during the school day based at the Matrix Centre (Year 6 cohort) • A study support programme which is school based (Year 5 cohort) <p>Pupil Premium pupils receive out of school learning opportunities to</p>	

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		allow them to access high quality learning support linked closely to needs as identified by the schools. Impact will continue to be measured from each pupil's starting point; this progress data is not yet available.	
<p>Recommendation Three: Children's Centres Review We recommend that the planned review of Buckinghamshire Children's Centres focus on a) accessibility and take-up of services by deprived parents and children, b) the location of centres in their role as early intervention hubs, and c) the links between schools and centres.</p>	<p>Yes - The review of Children's Centres is currently underway and includes a focus on the three areas suggested. The outcome of the review will be reported by September 2014</p>	<p><i>The Cabinet Member remains committed to Children's Centres and Early Years has a high priority.</i></p> <p>Update The review had two outcomes: 1) Transfer centres to the management of schools that met set criteria in order to achieve accessibility and take up, the development of Early Excellence Hubs and improved links with schools. From September 2014 the following Centres have been developed into Early Years Excellence Hubs and we are monitoring their development and performance.</p> <ul style="list-style-type: none"> • Bearbrook(Aylesbury) • Elmhurst (Aylesbury) • Newtown (Chesham) • Millbrook (High Wycombe) • Disraeli (High Wycombe) • Mapledean (High Wycombe) <p>In these the Primary School, Early Years places and Children's Centre are all based at the school. This model will be extended to develop collaborations with all local early years providers, offering greater peer to peer support, consultation and</p>	

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		<p>partnership working.</p> <p>2) Recommission the remaining centres. A competitive tender process was undertaken and two new providers were awarded contracts: Spurgeons to deliver three centres in Aylesbury and Action for Children to deliver the remaining twenty-five centres. Since the beginning of June the incumbent and the new providers have been working together on the transfer ready for contract start date on 1st September. As TUPE applied most staff should stay the same and no significant changes will be made until the new providers have carried out a needs analysis and consultation with staff and stakeholders. During the transition phase both Spurgeons and A4C have met with staff, Advisory Boards and other stakeholders.</p> <p>A support and challenge programme is in place that will be used to performance manage the centre providers.</p>	
<p>Recommendation Four: An Early Years Pupil Premium We recommend that the Schools Forum review the Funding Formula with the objective of targeting additional funding at the children</p>	<p>Yes -The Council has protected funding for early years with the support of the Schools Forum. We have recently agreed a cut to the School's budget to offset cuts from central Government. We already fund for</p>	<p>The Government consultation on Early Years Pupil Premium (EYPP) and funding for two-year-olds was published on 25 June 2014. It sought views on the extension of the pupil premium into the early years, in order to better support the early education of disadvantaged three- and four-year-olds. It also asked for views on managing the first year of participation funding for the early education entitlement for two-year-olds in 2015-16. The consultation was positively received and the Early Years Pupil Premium will be implemented nationally.</p>	

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<p>of families from the most deprived backgrounds, in order to assist early years providers to achieve the Government's Early Years Outcomes and the 17 Early Learning Goals.</p>	<p>deprivation and we will review, with the Schools' Forum, whether a pupil premium approach will be more effective. The review will take place between September 2014 and April 2015.</p>	<p>Update The Early Years Pupil Premium (EYPP) was implemented in Buckinghamshire from 1 April 2015. Applications for EYPP were received from providers of Early Education Funding for 3 & 4 year olds throughout the Summer Term and these were checked for eligibility using the central checking service.</p> <p>All pupils found to be eligible received the relevant payment (53p per hour) and work is ongoing to identify those children who will be eligible for the forthcoming Autumn Term.</p> <p>It is expected that, from September 2015, Ofsted will begin to include checks into how EYPP funding is being used by Early Years providers and whether it improves outcomes for the children in receipt of the payments.</p>	
<p>Recommendation Five: Improving Literacy We recommend that the Cabinet Member undertake a review on how to improve the performance of phonics and to consider methods to achieve higher levels of literacy for deprived pupils at</p>	<p>Accepted in part -The Council is responsible for overall standards in our schools and is committed to ensuring that we maintain and build on our successes. We consider that phonics should be taught as part of a range of strategies to support literacy within our schools in line with the</p>	<p>The Service Director for Learning, Skills and Prevention actively sought the views of Headteachers from a range of schools in regard to the phonics screening. Through Headteacher forums and Liaison Groups, schools have given their views on challenges they face and ways of sharing good practise. This information was used to steer the BLTs Phonics Project.</p> <p>A data review highlighted 29 schools in 2014 who had not met the expected standard in the Year 1 Phonics Check (74%) by 10% or more. The Local Authority wrote to each of these schools informing them that they would be part of a "<i>Driving Improvement in Phonics Project</i>" run by the Buckinghamshire Learning Trust. Each school received funding for the Headteacher and one member of staff to</p>	

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early years and primary school levels.	Rose Review findings. The Service Director is already holding discussions with a range of schools on literacy (including the teaching of phonics) to develop the future commissioning of the Buckinghamshire Learning Trust in this area. We will report on the outcome of these discussions in November 2014.	<p>attend ‘<i>The Road to Success with the Phonics Screening Check</i>’ in November. Following this they received targeted support by BLT Officers who helped to create an action plan with clear outcomes.</p> <p>Update There was an end of intervention conference to share good practice and celebrate success.</p> <p>The impact of this project can be seen in the results of this summer’s screening check. Approximately 1200 Y1 children (about 20% of the cohort) were in schools which engaged with the project. Provisional data shows that the schools engaging with the project increased their results by ten times more than non-project schools, (although average results are still below the county average).</p> <p>It is not yet possible to analyse this data by deprivation, but overall in Buckinghamshire the results of disadvantaged children increased by more than those of other children and thus the deprivation gap in Y1 Phonics narrowed.</p>	
<p>Recommendation Six: The Role of Parents in Education We recommend that the Cabinet Member develop a programme to engage and further involve parents in the</p>	Accepted in part -The Cabinet Member is committed to ensuring that the Council supports parents in supporting their vulnerable children in education, and funding is already used to	<p>Update</p> <p>The work of the Family Resilience Service Across Buckinghamshire there is a wide range of evidence-based parenting programmes, most of which are age specific, so that there are courses for the parents of teenagers as well as for the parents of toddlers. These programmes include some specialist courses, for example for parents who have a child with</p>	

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<p>education of their children, with a particular focus on supporting parents of the most vulnerable children.</p>	<p>support this work in Buckinghamshire. The Cabinet Member will review existing arrangements through its review of the Parenting Strategy.</p>	<p>a disability, or where children are at risk of offending. These courses are delivered in a range of community settings across the county including schools. Most courses are provided by the Family Resilience Service or by Children’s Centres (for the youngest age group) but the Family Resilience Service also provides training, supervision and co-delivery options where schools or other agencies wish to gain skills and accreditation to deliver their own courses.</p> <p>Referral for parenting courses for school aged children is via the Family Resilience Service and a programme is provided to all agencies including schools on a termly basis. Parents can either refer themselves or be referred by social workers, teachers and other professionals. Where parents are not yet able to access a group for reasons of confidence, ill health or other issues, the Family Resilience Service can deliver a suitable programme on a one to one basis. Referral for this support is via the new Early Help Panels.</p> <p>Members may wish to receive a more detailed report on the work of the Family Resilience Service at a future date.</p> <p>Other activities to develop parental engagement of disadvantaged and other vulnerable pupils:</p> <p>Home Learning Matters – January to July 2015 <i>(this updates the Narrowing the Gap Project section in the BLT response to recommendation 2 of this report, June 2015)</i></p>	





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		<p>25 settings with the greatest number of funded 2 year olds and their locality children's centres are taking part in the project. (2-year olds are funded on the basis of household income or special educational needs).</p> <p>A launch event was followed by a series of training sessions.</p> <p>Settings have assigned a member of staff to take the lead on this project and have created an action plan to implement their ideas. All are supported by an EYFS Consultant who visits regularly to share ideas, discuss strategies, support with parent workshops and ways of measuring impact.</p> <p>Examples of successful strategies include:</p> <ul style="list-style-type: none"> • Setting up loan resources such as chatter bags, story sacks, books, games and cookery packs • Stay and play sessions for one or two parents at a time to work alongside the key-person • Targeting specific areas using children's summative assessments • Bedtime story sessions – including hot chocolate and a free bedtime story book • A Pirate Day for dads • Workshops on developing communication and language • Having a parents notice board dedicated to home learning, including quotes from the research. • Supporting parents with school admissions 	

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		<ul style="list-style-type: none"> <li data-bbox="936 371 1256 403">• Singalong sessions <p data-bbox="882 443 1845 810">All of these events have helped to show parents that even the simplest activity can have huge implications for children’s learning. The response to the project has been overwhelmingly positive and already settings are seeing greater engagement with parents which will ultimately have an impact on their child’s development and progress. Settings completed an audit at the beginning of the project and collected baseline data for the children for whom the project is targeted. Whilst the project is still in the early stages, early indications, and individual case studies, show staff understanding has developed well and children are making progress.</p> <p data-bbox="882 850 1827 954">Other projects run by the Children’s Partnership Team at BCC and the BLT were listed in the response to recommendation 2, and included below for ease of reference.</p> <p data-bbox="882 994 1850 1361"><i>There is a focus on EY within the Children’s Partnership Team at BCC; liaison between this Team and the BLT takes place via the Child and Family Poverty Champions Forum. There is a variety of projects aimed at engaging parents of children under 5, for example, the Chesham and Wycombe Wellbeing projects which aim to bring universal services into Children’s Centres to increase accessibility but also to encourage parents, particularly young single parents from lower socio-economic backgrounds, to begin engaging with educational professionals and supporting their children’s learning. Service providers, for example, the Job Centre, are</i></p>	

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		<p><i>seeking permission from parents to pass their details to Children's Centres so that professionals can initiate contact with them. The specific objective is to encourage more parents to take their children to EY provides so that they can benefit from the curriculum being supported by BCC.</i></p> <p>Extensions to other yeargroups The Programme Manager of the Children's Partnership Team and the Education Excellence Adviser for Vulnerable Groups, BLT, are exploring opportunities to link projects such as those in Early Years to schools so that support continues through Reception and KS1.</p> <p>In the summer term they took part in a range of activities to raise the profile of parenting in supporting the achievement of disadvantaged children:</p> <ul style="list-style-type: none"> • Meetings with family support workers to talk about pupil premium, parenting , families and gaps (all age groups); • Visit to the Restore Hope charity in Chesham which works with families, to see what they can offer to help families, although at present they are restructuring; • Meeting with those in charge of Children's Centres focusing on parental engagement especially for the under-twos; • Asked the Primary Liaison Officer for opportunities to talk to Children's Centres hub groups about parenting; • Identified some models of good practice in children's centres which can be spread; • Talked to family support workers about consistency in 	

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		<p>reporting absence.</p> <p>Black and Minority Ethnic families The LA works in collaboration with the Community Consultative Group, which was set up in 2008 to support raising the achievement of Black and Minority Ethnic (BME) children and young people who were not reaching their full potential. This fulfilled at the time and continues to fulfil the Government's agenda on Closing The Gap. The group is made up of community, faith and Supplementary School leaders who were interested in joining the LA's quest to find community solutions to this dilemma. Amongst several activities led by the CCG with support from the LA has been the following:</p> <ol style="list-style-type: none"> 1. Recruitment drive to increase the number of BME parents onto Governing Bodies at school level 2. Annual Parent Conferences which focus on parental support for their child's education 3. The CCG who are all volunteers also act as advocates for BME parents requiring support to understand and comply with the education system. They also mediate and support parents at school and LA meetings e.g. Admissions appeals. 	

RAG Status Guidance (For the Select Committee's Assessment)

	<i>Recommendation implemented to the satisfaction of the committee.</i>		<i>Committee have concerns the recommendation may not be fully delivered to its satisfaction</i>
	<i>Recommendation on track to be completed to the satisfaction of the committee.</i>		<i>Committee consider the recommendation to have not been delivered/implemented</i>