

Central Bedfordshire  
Council  
Priory House  
Monks Walk  
Chicksands,  
Shefford SG17 5TQ

**This meeting  
may be filmed.\***



**Central  
Bedfordshire**

**please ask for** Paula Everitt  
**direct line** 0300 300 4196  
**date** 25 June 2015

## **NOTICE OF MEETING**

### **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE**

Date & Time

**Thursday, 9 July 2015 12.30 p.m.**

Venue at

**Council Chamber, Priory House, Monks Walk, Shefford**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE:

Cllrs Mrs A Barker (Chairman), G Tubb (Vice-Chairman), P A Duckett, K Ferguson, Mrs J Freeman, C Hegley, P Hollick, D McVicar, A Ryan, T Stock and B Walker

[Named Substitutes:

D Bowater, J Chatterley, B Saunders, D Shelvey, P Smith and T Swain]

Co-optees: Mrs Deans (Parent Governor), Mr Court (Parent Governor), Mrs Rowlands (Parent Governor), Ms Image (Roman Catholic Diocese), and Mr Morton (Church of England Diocese)

All other Members of the Council - on request

**MEMBERS OF THE PRESS AND PUBLIC ARE WELCOME TO ATTEND THIS  
MEETING**

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# AGENDA

1. **Apologies for Absence**

Apologies for absence and notification of substitute members.

2. **Minutes**

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 15 June 2015 and to note actions taken since that meeting.

3. **Members' Interests**

To receive from Members any declarations of interest and of any political whip in relation to any agenda item.

4. **Chairman's Announcements and Communications**

To receive any announcements from the Chairman and any matters of communication.

5. **Petitions**

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Annex 2 of Part A4 of the Constitution.

6. **Questions, Statements or Deputations**

To receive any questions, statements or deputations from members of the public in accordance with the Public Participation Procedure as set out in Annex 1 of part A4 of the Constitution.

7. **Call-In**

To consider any decision of the Executive referred to this Committee for review in accordance with Procedure Rule 10.10 of Part D2.

8. **Requested Items**

To consider any items referred to the Committee at the request of a Member under Procedure Rule 3.1 of Part D2 of the Constitution.

<b>Reports</b>
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<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
9	<b>Executive Member Update</b>  To receive a brief verbal update from the Executive Member for Social Care and Housing and the Executive Member for Education and Skills.	* Verbal
10	<b>Partnership Vision For Education</b> To consider and comment on the proposals outlined in the Partnership Vision for Education report.  To provide information to the Committee on the Partnership Vision for Education which has been developed in consultation with a range of key partners.	* 13 - 30

**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE** held in Council Chamber, Priory House, Monks Walk, Shefford on Monday, 15 June 2015

**PRESENT**

Cllr Mrs A Barker (Chairman)

Councillors:	K Ferguson P Hollick D McVicar	Councillors:	A Ryan T Stock B Walker
Parental Co-optees:	Mr S Court Mrs G Deans Mrs E Rowlands		
Church of England Co-optee: Roman Catholic Co-optee:	Mr D Morton		
Apologies for Absence:	Cllrs	P A Duckett Mrs J Freeman Mrs F Image G Tubb	
Substitutes:	Cllrs	J Chatterley (In place of Mrs J Freeman) B Saunders (In place of G Tubb) D Shelvey (In place of P A Duckett)	
Members in Attendance:	Cllrs	R D Berry  I Dalgarno Mrs A L Dodwell  C C Gomm C Hegley  M R Jones  M A G Versallion	Deputy Executive Member for Education and skills Deputy Executive Member for Social Care and Housing  Executive Member for Social Care and Housing Deputy Leader and Executive Member for Health Executive Member for Education and skills
Officers in Attendance:	Mrs P Everitt  Mrs S Harrison Mr R Parsons	Scrutiny Policy Adviser  Director of Children's Services Head of School Organisation and Capital Planning	

CS/15/1. **Minutes**

**RESOLVED**

**That the minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 10 March 2015 be confirmed and signed by the Chairman as a correct record.**

CS/15/2. **Members' Interests**

Members of the Committee declared the following interests:-

- Cllr Barker (item 10) as a Member on the Adoption Panel;
- Mr S Court (item 12) as school governor of a Biggleswade School;
- Ms G Deans (item 12) as school governor at a Sandy Upper School and has children attending St Swithuns School Sandy;
- Cllr Shelvey and Ms Rowlands (item 12) as school governors at schools in Arlesey;
- Cllr Hollick (item 13) as school governor at the Ardley Hill Academy; and
- Cllr Stock as school governor at Sandy Upper School.

Whilst not a Member of the Committee Cllr Dalgarno declared an interest in Item 12 as a school governor at a school in Arlesey.

CS/15/3. **Chairman's Announcements and Communications**

The Chairman announced that a special Children's Services Overview and Scrutiny meeting scheduled for 9 July would be limited to two hours and Members would be asked to consider the 5-Year Plan and Education Partnership Vision at this meeting.

CS/15/4. **Petitions**

None.

CS/15/5. **Questions, Statements or Deputations**

None.

CS/15/6. **Call-In**

None.

CS/15/7. **Requested Items**

None.

CS/15/8. **Executive Member Update**

The Executive Member for Social Care and Housing provided the Committee with an overview of her new role that included the statutory Lead Member role for Children's Services and all Social Care services for Children and Adults.

Regular updates on activities, events and news would be provided at future meetings.

The Executive Member for Education and Skills advised the Committee on the specific area of focus on Education and Schools that now extended to adult learning and skills. The Deputy Leader and Executive Member for Health also provided an overview of his new role that included Public Health and NHS liaison.

A Parent Governor Representative raised a question regarding the new requirement on schools from 1 July, under Section 26(1) of the Counter-Terrorism and Security Act 2015 to “have due regard to the need to prevent people from being drawn into terrorism” and what advice would be passed to School Governors and Headteachers to help them prepare. In response the Director of Children’s Services advised this requirement had been considered at the Adult Safeguarding Board and a specific obligation in this matter had been referred to Children’s Services for action. A briefing note would be prepared and circulated to the Committee, Governors and Headteachers through the usual channels.

A Member raised concerns on Education attainment and the issues faced by the Council. In response the Executive Member for Education and Skills outlined the main challenges. He also advised Members that the Education Partnership Vision report would be considered at the next meeting of the Committee scheduled for Thursday 9 July 2015. The Executive Member for Health advised that Public Health services would see a reduction of 7% in their finances which would impact on Children’s Services.

#### CS/15/9. **Quarter 3 2014/15 Performance Report**

The Executive Member for Social Care and Housing introduced the Q3 Performance Report and advised that she would be working with officers to provide a new corporate template with revised indicators and scorecards.

The Executive Member for Education and Skills wished to extend his congratulations to Sandy Upper School and the Leadership Team for becoming the most improved school in Central Bedfordshire and in the country for the achievement of 5 or more A\*-C grades at GCSE or equivalent in English and Maths in 2014.

The timely submission of performance data to the Committee was discussed and the Director of Children’s Services advised that performance results had a number of rigorous challenges before they could be published and to rush this process would have a detrimental effect. Members of the Committee raised the following concerns:-

- Whether national and statistical neighbour information to show where Central Bedfordshire was ranked. The Director of Children’s Services advised that where this information was available it could be presented as was the case with the GCSE results data
- Why there had been little change in the performance of children that achieved 5 or more A\*-C grades at GCSE including English and Maths. In response the Executive Member for Education and Skills advised that

changes made by the Department for Education had affected results and showed other authorities had moved down the ranking. CBC was now performing in the second quartile and has made progress from a low starting point of 4<sup>th</sup> quartile in 2009.

- Concern that 40% of children had not achieved and a concerted effort to help in the performance of these children was paramount. The Executive Member for Education and Skills acknowledged this was a good focus for the Council.
- That consideration be given to children whose abilities peak at a later stage and required skills based options to help them achieve their potential. The Executive Member for Education and Skills advised the Education Partnership Vision would include milestones to measure children's progress.
- Whether data was available on pass rates following exam results. The Director of Children's Services advised this data had not been collected from schools to date.

The Director of Children's Services advised the Committee that the target to reduce the average time in days between a child entering care and moving in with its adoptive family continued to improve. This target would see a drastic upturn, however, following the successful adoption of a 17 year old by a family she had been fostered by for a number of years. A Member raised concerns that this good news story would count against the Council in performance terms. In response the Director of Children's Services advised it was unusual for a foster child to be adopted.

**NOTED the update.**

CS/15/10. **New middle school places in Leighton Linlade**

The Executive Member for Education and Skills introduced a report that sought the support of Members on the proposal for the provision of new Middle School places in Leighton Buzzard from September 2016. The Governing Body at Leighton Community Middle school would carry out a consultation if support for this proposal is agreed by Executive on 7 July, 2015. Members of the Committee were advised in detail on the process to expand school places. The Head of School Organisation and Capital Planning explained that a lengthy process had been undertaken and the 9 policy principles had been adhered to in the planning of the expansion. The policy principles had been provided to new members as part of their induction pack.

A Ward Member for Leighton Buzzard advised that a previous briefing provided to ward members by the school organisation team, had proved confusing splitting the Leighton Buzzard school place planning area into Leighton Buzzard north and south. Officers were asked again to look at the terminology used in such briefings.

In light of the report and clarification of the process the following concerns were raised:-

- Why the Committee had not been asked to scrutinise the consultation document or consider the business case. The Head of School Organisation

and Capital Planning advised the consultation document was currently being drafted and would be issued by the Governing Body of Leighton Community Middle School and would follow the national standard for the purpose of expanding a school. Arrangements to notify Members of the Committee when the consultation was available would be made.

- Whether the redevelopment of the Riverside Centre situated next to the school had been considered for redevelopment for the school's use. The Head of School Organisation and Capital Planning advised the Centre had been considered in detail and deemed unsuitable because of the costs involved to refurbish the building.
- Whether future proofing of new school place projects had been achieved. The Head of School Organisation and Capital Planning advised the expansion of Leighton Middle would resolve the shortfall of places for 2016 with a further proposal to be brought forward for 2017, ahead of new school provision to be provided to the east of Leighton Buzzard, the design of which would be future proofed with potential further expansion in mind.
- Concern that a travel plan had been considered as part of the expansion. A Member of the Committee advised that the school development programme was accurate, planned meticulously and included travel plans in his experience. The Head of Service confirmed that site access issues, although often challenging, were considered in high level initial options appraisals and would be covered in detail in design and subsequent planning applications.

## **RECOMMENDED**

- 1. To amend the second paragraph in recommendation 1 by removing the words ' decision to approve' and replacing them with 'consideration of'.**
- 2. Members of the Committee be notified of the publication of the school consultation**
- 3. That the Committee support the decision for Leighton Community Middle School to consult upon expansion**

Councillors Chatterley and Duckett joined the meeting.

CS/15/11.

### **Proposals to amalgamate Arlesey Nursery School and Childcare Centre with Gothic Mede Academy and The Lawns Nursery, Biggleswade with Biggleswade Academy Trust**

The Executive Member for Education and Skills introduced a report that detailed the proposed amalgamation of Arlesey Nursery School and Childcare Centre with Gothic Mede Academy and the amalgamation of The Lawns Nursery, Biggleswade with Biggleswade Academy Trust.

The Head of School Organisation and Capital Planning advised these plans had taken longer than anticipated to bring to committee due to the election period and the inability to commence a consultation in one administration and to determine the proposals in another. Ward members present were unanimous in their support for the mergers. The date for legal transfer was proposed on 1 January 2016 and this would be stated in the Executive Report.

On this occasion the Council would undertake the consultation on behalf of the schools, in parallel with each Academy which would be consulting on expanding to accommodate the nurseries.

In light of the report and clarification sort by Members, issues of concern were sought:-

- What element of risk existed for the Council if the mergers were not successful? The Head of School Organisation and Capital Planning advised all responsibility would transfer to the Academy with the exception of the building which would be leased by the Council and the Academies would be held to account for standards across the early years as part of their Ofsted inspections.
- Whether amalgamations of nurseries and academies had become more common place? The Director of Children's Services advised that amalgamations offered good continuity of education which in turn was good for a child.

## RECOMMENDATION

1. **That the Committee support the proposals to amalgamation of Arlesey Nursery School and Childcare Centre with Gothic Mede Academy and the amalgamation of The Lawns Nursery, Biggleswade with Biggleswade Academy Trust.**
2. **That the Committee would look to support any school in Central Bedfordshire that wished to amalgamate year groups and provide continuity in the education of a child.**

Councillor Saunders and Ryan left the meeting.

### CS/15/12. **Proposal to recommission primary specialist provision for Autistic Spectrum Condition in Dunstable**

The Executive Member for Education and Skills introduced a report that outlined the proposal to recommission primary specialist provision for Autistic Spectrum Condition in Dunstable and to seek support from the Committee to start the consultation process.

In light of the report Member discussed the following details:-

- The process undertaken by officers that had resulted in Ardley Hill Academy emerging as the only school to submit a business case for consideration.
- Whether specialist experience existed within the Council to ensure standards were maintained. The Director of Children's Services confirmed that there are specialist officers within the Directorate who offered advice to schools.
- Whether specialist staff based at Streetfield would be transferred to Ardley Hill or that new staff would be recruited. The Director of Children's Services advised that at the present time it is expected that staff would transfer to Ardley.

**RECOMMENDED that the Committee support the proposal to recommission primary specialist provision for Autistic Spectrum Condition in Dunstable and supported the start of the consultation process.**

CS/15/13. **Communications Framework**

The Executive Member for Children’s Services introduced the first formal Communications Framework and welcomed the Committee’s feedback on the draft.

Clarification was sought on the objectives for the framework, what it would achieve and how outcomes would be measured. In response the Director of Children’s Services advised that the framework had been written to compliment the Corporate Communications Plan and a specific Children’s Services framework document was considered to be ‘good practice’.

Regarding the process to engage more people a Member proposed that full details on who the Directorate should consult with be listed in the document, and that the following groups be included:-

- Parents
- Teachers
- Grandparents
- Youth Parliament

The Director of Children’s Services would seek to benchmark the framework with lead authorities and incorporate the suggestions proposed.

**RECOMMENDED the Committee welcomes the idea of a Children’s Services communications framework but needs to propose a clear direction as to its use; outcomes expected and it should include an emphasis on parents’ roles.**

CS/15/14. **Work Programme 2015-16 & Executive Forward Plan**

The Committee considered the current draft work programme and noted the inclusion of the Education Partnership Vision report on 09 July 2015 and the Refresh of Foster Carer Fees and Allowance Scheme report on 18 August 2015.

**RECOMMENDED that the work programme be approved subject to the additional items detailed in the Minutes above.**

(Note: The meeting commenced at 10.00 a.m. and concluded at 1.30 p.m.)

Chairman .....

Dated .....

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**Central Bedfordshire Council**

**Children's Services Overview and Scrutiny**

9 July 2015

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**Partnership Vision For Education**

Advising Officers: Sue Harrison, Director of Children's Services  
[sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk) Helen Redding, Assistant Director  
School Improvement

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**Purpose of this report:**

1. To provide information to the Committee on the Partnership Vision for Education which has been developed in consultation with a range of key partners.

**RECOMMENDATION**

The Committee is asked to:

1. Comment on the Partnership Vision For Education

**Council Priorities**

2. This report supports Central Bedfordshire's Medium Term Plan :  
Delivering your priorities – Our Plan for Central Bedfordshire 2012-2016 and the specific priority of Improved Educational Attainment.

**Corporate Implications**

3. All partners' support is required to deliver the Partnership Vision for Education

**Legal Implications**

4. None

**Financial Implications**

5. None

### **Equalities Implications**

6. Public Authorities must ensure that decisions are made in a way which minimises unfairness, and without a disproportionately negative effect on people from different ethnic groups, disabled people, women and men. It is important that Councillors are aware of this duty before they take a decision.
7. When decisions are made, decision makers must have the relevant data, including the results of equality impact assessment, and of consultation and involvement, to ensure they reach an informed decision.

### **Appendices**

The following Appendices are attached:

- Appendix 1: Partnership Vision For Education
- Appendix 2: Outcome Data 2014
- Appendix 3: Ofsted Outcomes May 2015

**Appendix 1**



# Partnership Vision for Education 2015 - 2017

## PARTNERSHIP VISION FOR EDUCATION IN CENTRAL BEDFORDSHIRE

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Central Bedfordshire Council's Executive last agreed to a renewed statement of the Council's Education Vision at its meeting on 27 March 2012. The Principles agreed at that time have been refreshed in line with the Vision and Priorities outlined in the 2015 – 2017 Children and Young People's Plan.

### Our Vision

*We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a healthy, happy, contributing and confident citizen.*

We recognise that to achieve our vision we must take a collaborative approach with a range of partners, including young people and their families, settings, schools, colleges and universities, health partners, local employers and the wider community.

*Alone we can do so little; together we can do so much.*

**Helen Keller**

For this to be successful, partners all need to:

- share the goal – to improve the learning, attainment and progress of all children and young people in Central Bedfordshire
- sign up to taking their part, contributing to the agreed priorities and outcomes and tackling underperformance.
- contribute to providing and sharing high quality local information and data that can be scrutinised
- take collective actions to address the issues.
- share best practice with each other.
- contribute to, work in partnership with and access the work of the two Teaching Schools (Central Bedfordshire Teaching School Partnership (CBTSP) and The Acorn Teaching School (TATS)) who are key to the improvement of schools and improvement of outcomes for children and young people in Central Bedfordshire.

### Principles

In Central Bedfordshire, all partners will work together, share information and develop successful approaches to learning which have the following principles at their heart:

- 1) That there is a need to improve attainment, progress and outcomes for young people.**
- 2) That schools should be based around communities and the needs of their learners, ensuring continuity of provision across the age range, from birth to leaving education, creating a 'one phase' approach to learning.**

- 3) **That what is best for children and families should be at the centre of any change, with children, young people and their families having the opportunity to engage and participate in the shaping of services.**
- 4) **That as far as possible services should be commissioned and delivered locally.**
- 5) **That different models of leadership and governance for schools are encouraged and supported.**
- 6) **That all partners will capture what is working well and publish this in ways that allow others to learn from the success.**
- 7) **That all stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.**

We will utilise these principles in delivering the outcomes set out in the Children and Young People's Plan and reflected below

- Well led and managed settings, resulting in:
- Children and young people at the heart of everything we do
- Improved attainment and progress
- The right skills to be school ready, secondary education ready and work ready
- Excellent behaviour
- Early help easily accessible for all who need it
- Multi agency learning and shadowing opportunities to promote shared understanding of work
- All children and young people fulfil their aspirations and potential.

### **Education Landscape**

Central Bedfordshire has 50 Academies (2 special schools, 1 alternative provision free school, 16 lower schools, 8 primary schools, 12 middle schools, 5 secondary schools and 6 upper schools).

There is a strong emphasis on autonomous schools taking increased responsibility for the development of local improvement capacity.

We now need to demonstrate good system leadership and as the local authority exert different influences and levers both directly and indirectly with schools to tackle underperformance and improve outcomes, making effective partnership even more important.

The local authority works increasingly closely with Regional School Commissioner. This is a new role introduced from 2014 to challenge and support underperforming academies. The Regional School Commissioner reports to central government but does not have statutory powers of intervention.

The Director of Children's Services holds statutory powers of intervention for schools maintained by the local authority i.e. those schools that are not academies or independent schools

The Director of Children's Services is responsible for commissioning sufficient numbers of school places. Any new school must be an academy so the council cannot open any more maintained schools.

The Director of Children's Services is responsible for the quality of education provided by all schools in Central Bedfordshire

Ongoing curriculum reforms require significant changes in curriculum design in schools.

There are significant changes in assessment processes from 2015, which will impact upon every stage of education, and make comparisons with performance pre 2014 on a like for like basis impossible

A reduction in 6<sup>th</sup> form funding and increase in employer contribution is having significant impact on secondary and larger school/special school budgets due to their larger staffing complement. This significant budget pressure will need to be managed effectively by the secondary and upper schools.

### **Where are we now?**

3<sup>rd</sup> Quartile at the end of Early Years Foundation Stage

1<sup>st</sup> Quartile at the end of Key Stage 1

3<sup>rd</sup> Quartile at the end of Key Stage 2

2<sup>nd</sup> Quartile at the end of Key Stage 4

2<sup>nd</sup> Quartile for young people not in education, employment or training

84% schools good or better compared to 81% national average and statistical neighbour average (December 2014)

Local employers report an issue with young people entering employment with the right skills to be work ready

### **What will make the Difference?**

#### **Six key elements**

##### **1. School Leadership**

We recognise the impact of strong leaders, including school governors, and the best teachers in driving educational achievement and progress for all pupils. We recognise that there is a national difficulty in recruiting head teachers and therefore strongly advocate different models of leadership across schools that support school improvement and improved outcomes for children and young people.

#### ***What we will do***

- Work with the teaching schools, academy sponsors and head teachers to support the development of outstanding head teachers and school leaders, eg, Leadership Ladder, mentoring scheme, pairing schools up with good and outstanding schools within and outside Central Bedfordshire, explore the potential for a council bonus scheme for schools with improved results

- Provide advice and support for schools considering changed models of leadership
- Work with schools and their Governing Bodies in improving school governance by commissioning high quality training opportunities and providing communication forums/mediums that support the changing and increased accountabilities of school governors.
- Work with National Leaders of Governance to provide advice and support to Governing Bodies.
- Encourage and support council staff to become school governors so that schools have an increased pool of people with the range of skills sets schools need to fulfil their governance responsibilities and achieve our collective ambition.
- Provide local authority governors with briefings about their schools
- Ask schools for feedback on the attendance and performance of local authority governors
- Provide head teachers and chairs of governors the opportunity to discuss their school performance and the quality and impact of support they have accessed with the Director of Children's Services
- Ask chairs of governors and head teachers to share succession plans with the local authority

### ***Intended Outcomes***

- Highly effective leadership in schools, evidenced through Ofsted judgements of Leadership and Management demonstrating continued improvement
- Pupil achievement and progress will improve and reach the top quartile at the end of every key stage of education
- Feedback on Governor training will be at least consistently 'Good'.
- Governors report that they feel equipped to carry out their role.

## **2. Achieving results in the top quartile in Key Stage tests, including GCSEs and A Levels**

Central Bedfordshire Council wants every child to achieve their potential, including achieving well at school. Outcomes at the end of every key stage of education should be in the top quartile, we are aspirational and ambitious for our children and young people. Central Bedfordshire council wants every school to be at least a good school. Schools are self-managing and autonomous and therefore responsible for their own performance and improvement and we recognise that the majority of schools are able to identify what is working well and what they need to do to improve. Some schools will need some focussed support or intervention.

As champions of children and parents, we tackle underperformance rigorously and broker support where required and, when necessary, use our powers of intervention to protect standards, should the provision and quality for children and young people be seriously compromised. Detail is outlined in our School Intervention Strategy.

We maintain a strong drive to narrow the gap in performance between children who are disadvantaged and those who are not, including our looked after children and those children eligible for Free School Meals.

### ***What we will do***

- Share successful practice of schools coming together to support cross school moderation and ensure confidence in and accuracy of data.

- Ensure that school leaders and Governors have access to timely performance data that can be used to drive improvement.
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding pupil achievement and progress
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding the quality of teaching and learning in classrooms.
- Ask upper and secondary schools to share headline school level predictive GCSE attainment data at two points during the academic year
- Intervene early in schools that are at risk of low performance, including performance of disadvantaged groups.
- Secure/commission a Pupil Premium Champion who will work directly with schools to challenge impact of Pupil Premium and identify and share best practice.
- Work with the Teaching Schools to recruit new teachers into the profession, develop new leaders and ensure targeted CPD is available in areas of issue for schools and that best practice is shared.
- Draw on community organisations to support schools with their interventions for children
- Work together to publicise Central Bedfordshire as a Great Place to Live and Work, and utilise our housing growth to develop provision of affordable housing for new teachers.

### ***Intended Outcomes***

- We will be in the top quartile nationally at end of each Key Stage
- The Free School Meals Gap and other Vulnerable Pupils Gap will narrow
- We will increase the percentage of good and outstanding schools

### **3. School Readiness:**

We recognise that 'The quality of a child's early experience is vital for their future success. It is shaped by many interrelated factors, notably the effects of socio-economic status, the impact of high-quality early education and care, and the influence of 'good parenting'. What parents and carers do on a daily basis with their children is important. Providers who forge strong partnerships with parents and carers, and work in partnership to develop the home learning environment, help them to improve their child's progress and make a better start at school'.

Ofsted April 2014

### ***What we will do***

- Make every contact count – agree key messages relating to school readiness which all professionals will reinforce upon contact with families.
- Health Visitors and Early years Professionals will work together in an integrated way with families to ensure that children in Central Bedfordshire get the best start in life. (School Readiness Partnership Plan)
- Share key health and education information with schools, in partnership with the School Nursing Service, as part of a seamless transition process into Reception in schools.
- Monitor the impact of the Early Years Pupil Premium

### ***Intended Outcomes***

- Children will have the skills to be ready for school on admission
- Central Bedfordshire will be in the top quartile at end of Early Years Foundation Stage
- The Free School Meals gap will narrow

#### **4. Improving health outcomes to support improving educational outcomes**

The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full potential. (Gutman L and Vorhaus J (2012). *The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes*. London: DfE).

We recognise that promoting the health and wellbeing of pupils and students within settings, schools and colleges has the potential to improve their educational outcomes *and* their health and wellbeing outcomes.

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional competencies are associated with greater health and wellbeing, better achievement and work readiness.
- A positive association exists between academic attainment and physical activity levels of pupils.

#### ***What we will do***

School Improvement Services, Public Health Services, settings and schools will work together by:

- Ensuring that the School Nursing Service health offer is embedded across the whole school community
- Ensuring all schools sign up to the 2016 School Health Education Behaviour Survey and collectively use its outcomes to inform changes in practice
- Sharing best practice case studies of impact of Pupil Premium and Primary Sports Premium
- Developing School Safeguarding Process self evaluation tool
- Developing the Central Bedfordshire PSHE/SRE Partnership Network

#### ***Intended Outcomes***

- We will be in the top quartile nationally at end of each Key Stage
- The Free School Meals Gap and Vulnerable Pupils Gap will narrow
- School attendance rates will improve
- Childhood obesity will reduce
- Children's health and wellbeing will improve, and indicators will be in the top quartile nationally

#### **5. Young people have the skills to be work ready**

We recognise the importance of access early high quality independent career advice and work experience opportunities for all young people so that they understand what their further and higher education and career options and choices are.

We recognise the importance of preparing young people to understand and respond to the needs of the employment market

We recognise the importance of working with local employers to ensure that young people have opportunities to develop the skills they need for work and are able to enter the local work place successfully.

#### ***What we will do***

- Support high aspirations throughout every pupil's learning journey.
- Strongly encourage all middle, upper and secondary schools will sign up to the Minimum Standards for Careers Education, Information Advice and Guidance (CEIAG), and we will review the effectiveness of this.
- Carry out an analysis of Post 16 learning provision with schools and FE Providers to inform whether we are making the best use of resources to meet the needs and aspirations of Young People and the emerging requirements of the local labour market.
- Work across directorates to deliver the Employment and Skills Strategy, supporting employer engagement in schools, the development of Apprenticeship/Traineeship opportunities and improving access to support for our most vulnerable Young People

### ***Intended Outcomes***

- Young people will value the Information, Advice and Guidance they receive
- Young people will have the work skills to secure and maintain employment
- There will be clear progression routes for all young people for the next level of training/learning and into work
- Our percentage of young people achieving a level 3 qualification will improve

### **6. Commission new school places from good or outstanding providers to serve growing communities**

- Central Bedfordshire retains its responsibility for commissioning sufficient school places and will continue to apply the following nine policy principles adopted by the Council's Executive in February 2013 for pupil place planning in schools which also support the Council's statutory responsibilities to promote parental preferences, diversity and fair access.
  - Local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel.
  - Creating schools that are of sufficient size to be financially and educationally viable
  - Support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools
  - Further promote and support robust partnerships and learning communities
  - The ambition to achieve a single phase of education 0 -19 and reduce the negative impact of school transfer points
  - To support the Raising of the Participation Age (RPA)
  - To seek opportunities to create inspirational learning environments for the school and to maximise community use
  - To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice
  - To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools

### ***What we will do***

- Seek to learn further from the best commissioning systems and develop current systems into an approach that delivers high reliability, high quality improvement while at the same time embodies trust and mutual accountability and learning
- Work with special school leaders and our Parent Carer Forum (SNAP) to ensure development of provision for Special Educational Needs and Disabilities (SEND) meets local need both now and into the future.
- Act upon the findings of the Special School review to plan effectively for future generations of children and young people with Special Educational Needs and Disabilities.

***Intended Outcomes***

- There are sufficient high quality local school places for all children and young people
- Parents/Carers are confident in local provision

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## Appendix 2

### Partnership Vision For Education 2014 Data

#### EYFS

- Percentage of children achieving a 'Good level of development' is 57%, 8 percentage points increase from 2013.
- Central Bedfordshire LA is 5 percentage points below the statistical neighbour average (62%) and 3 percentage points below the national average (60%).
- Central Bedfordshire is ranked 11/11 against the statistical neighbours; compared to our ranking of 9/11 in 2013.
- CBC is ranked 107/152 against the national ranking; compared to a ranking of 95/152 in 2013.
- 71 schools/academies out of possible 97 showed a percentage increase
- All schools/academies involved in the EYFS Project saw an improvement

#### EYFS Free School Meals (FSM) Gap

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving a "Good Level of Development" is 24 ppts; 1 percentage point wider than 2013 (23 ppts)
- In 2014 36% of pupils eligible for Free School Meal (FSM) achieved a good level of development in the early years foundation stage compared with 60% of other pupils (national 45% compared to 64%).
- Central Bedfordshire's FSM/Non FSM Gap is 1 percentage point wider than the statistical neighbour gap (23ppts) and 5 percentage points wider than the national gap (19ppts).
- Central Bedfordshire is ranked 10/11 against the statistical neighbours; compared to our ranking of 9/11 in 2013 and 138/150 against the national ranking; compared to a ranking of 121/150 in 2013.

#### Year 1 Phonics Assessment

- 3 year upward trend in CB of children achieving the expected standard in the Phonics Screening Check
- 2014: 72% (national average 2014 74%)

#### Key Stage 1

##### Reading

- There has been a three year upward trend in attainment in reading with 93% achieving Level 2 and above. This upward trend is expected to continue supported by the effective teaching of phonics.
- Central Bedfordshire is 1 percentage points above the statistical neighbour average (92%) and 3 percentage points above the national average (90%)
- Central Bedfordshire has remained 3/11 against the statistical neighbours and is ranked 9/149 against the national ranking

##### Writing

- Percentage of pupils achieving L2+in writing is 90%; this has remained the same as 2013

- Central Bedfordshire is 2 percentage points above the statistical neighbour average (88%) and 4 percentage points above the national average (86%).
- Central Bedfordshire is ranked 2/11 against the statistical neighbours; compared to our ranking of 1/11 in 2013 and is ranked 9/149 against the national ranking; compared to a ranking of 3/150 in 2013.

## **Maths**

- Percentage of pupils achieving L2+ Mathematics in Central Bedfordshire is 95%, 1 percentage point increase from last year (94%)
- Central Bedfordshire is 1 percentage point above the statistical neighbour average (94%) and 3 percentage points above the national average (92%).
- Central Bedfordshire is ranked 3/11 against the statistical neighbours; compared to our ranking of 2/11 last year and is ranked 14/149 against the national ranking; compared to a ranking of 7/150 last in 2013.

## **Key Stage 1 FSM Gap - Reading**

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving at the expected level in Reading is 10 ppts; 3 percentage points narrower than 2013 (13 ppts)
- Central Bedfordshire's FSM/Non FSM Gap is 3 percentage points narrower than the statistical neighbour gap (13ppts) and 1 percentage point narrower than the national gap (11ppts).
- Central Bedfordshire is ranked 1/11 against the statistical neighbours; compared to our ranking of 2/11 in 2013 and 31/150 against the national ranking; compared to a ranking of 41/148 in 2013.

## **Key Stage 1 FSM Gap – Writing**

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving a the expected level in Writing is 14 ppts; 2 percentage points narrower than 2013 (16 ppts)
- Central Bedfordshire's FSM/Non FSM Gap is 2 percentage points narrower than the statistical neighbour gap (16ppts) and on par with the national gap (14ppts).
- Central Bedfordshire is ranked 2/11 against the statistical neighbours; similar to last year and 42/150 against the national ranking; compared to a ranking of 36/148 in 2013.

## **Key Stage 1 FSM Gap – Maths**

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving a the expected level in Maths is 6 ppts; 4 percentage points narrower than 2013 (10 ppts)
- Central Bedfordshire's FSM/Non FSM Gap is 4 percentage points narrower than the statistical neighbour gap (10ppts) and 3 percentage points narrower than the national gap (9ppts).
- Central Bedfordshire is ranked 1/11 against the statistical neighbours; compared to our ranking of 4/11 in 2013 and 8/150 against the national ranking; compared to a ranking of 49/148 in 2013.

## Key Stage 2

Improvement in the percentage of pupils achieving Level 4+ in reading, writing and maths from 71% to 77% in 2014.

Central Bedfordshire is 3 percentage points below the statistical neighbour average (80%) and 2 percentage points below national average (79%).

CBC is ranked 9/11 against statistical neighbours; compared to 11/11 in 2013, and is ranked 105/152 against the national ranking; this is an increase of 37 places compared to 142/152 in 2013

## Key Stage 2 FSM Gap

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving a L4+ in Reading ,Writing and mathematics is **26 ppts**; 5 percentage point narrower than 2013 (31 ppts)
- Central Bedfordshire's FSM/Non FSM Gap is 3 percentage points wider than the statistical neighbour gap (23ppts) and 8 percentage points wider than the national gap (18ppts).
- Central Bedfordshire's is ranked 9/11 against the statistical neighbours; 2 place increased compared to our ranking of 11/11 in 2013 and 144/151 against the national ranking; 5 place increase compared to a ranking of 149/150 in 2013.

## Key Stage 4

The percentage of pupils achieving 5 A\*- C GCSEs including English and Maths in Central Bedfordshire is 57.1% in 2014.

Central Bedfordshire is ranked 7/11 against the statistical neighbours; compared to our ranking of 10/11 in 2013, and is ranked 72/151 against the national ranking; 42 place increase compared to a ranking of 114/151 in 2013. This has moved CBC into the 2nd quartile nationally.

Central Bedfordshire is 0.9 percentage points below the statistical neighbour average (58.0%) and 3.7 percentage points above the national average (53.4%).

## Key Stage 4 FSM Gap

- The 2014 percentage point gap between pupils eligible for FSM and other pupils achieving 5+ A\*-C including English and Maths is **35.6 ppts**; 1.3 percentage point wider than 2013 (34.3 ppts)
- Central Bedfordshire's FSM/Non FSM Gap is 4.3 percentage points wider than the statistical neighbour gap (36.3ppts) and 8.6 percentage points wider than the national gap (27.0ppts).
- Central Bedfordshire is ranked 9/11 against the statistical neighbours; 1 place increase compared to our ranking of 10/11 in 2013 and 138/150 against the national ranking; 4 place increase compared to a ranking of 142/150 in 2013.

## NEET data

The proportion of NEET young people is currently 3.7%\* and has steadily reduced since 2012. Over this period Central Bedfordshire has performed better than national, regional and statistical neighbour averages. Currently Central Bedfordshire is in the 2<sup>nd</sup> quartile (42<sup>nd</sup> out of 152 local authorities)

\*Average for November 14, December 14 and January 15

The proportion of young people with an Unknown destination is currently 7.8% and has also steadily reduced since 2012. The confirming of destinations takes place primarily during the annual Activity Survey period (Sept-Jan) and in 2014 Central Bedfordshire was performing significantly better than previous years with an Unknown of 7.8%. However, Central Bedfordshire consistently sits in the 3<sup>rd</sup> quartile across all local authorities (currently 86<sup>th</sup>)

Since 2011, Central Bedfordshire has consistently reported increased numbers of 16/17 year olds with an offer of education or training. More specifically, Central Bedfordshire has increased the proportion of offers of learning for:

- 16-year-olds from 86.6% in 2011 to 97.1% in 2014 and;
- 17-year-olds from 76.2% in 2011 86.1% in 2014.

Overall, in 2014, Central Bedfordshire reported 91.4% of 16 and 17 year olds with an offer of learning, which was higher than the statistical neighbour average but lower than the national and regional averages. Despite continuous year-on-year improvements, Central Bedfordshire remains in the 4<sup>th</sup> quartile (currently 123<sup>rd</sup>). This is largely due to the difficulty of tracking the movement of approximately 40% of young people that typically attend education and learning institutions out of area

The participation of 16 and 17 year olds in Central Bedfordshire increased in 2013 (December 2014 comparative figures not currently available) to 90.0%, which was higher than the national average but lower than the regional and statistical neighbour averages. In 2013, Central Bedfordshire reported in the 3<sup>rd</sup> quartile (97<sup>th</sup>)

Overall effectiveness: how good is the school					
	Outstanding	Good	Requires Improvement	Inadequate	Total Number of Schools
Central Bedfordshire LA	36	79	19	3	137
<i>Phase</i>					
Upper	1	6			7
Secondary		2	3	1	6
Middle	2	11	5	1	19
Primary	2	11	5	1	19
Lower	28	44	6		78
Nursery	3	1			4
SPE		4			4

Leadership and management					
	Outstanding	Good	Requires Improvement	Inadequate	Total Number of Schools
Central Bedfordshire LA	38	79	18	2	137
<i>Phase</i>					
Upper	1	6			7
Secondary		3	2	1	6
Middle	2	11	5	1	19
Primary	4	10	5		19
Lower	28	44	6		78
Nursery	3	1			4
SPE		4			4

Quality of teaching					
	Outstanding	Good	Requires Improvement	Inadequate	Total Number of Schools
Central Bedfordshire LA	33	82	19	3	137
<i>Phase</i>					
Upper		7			7
Secondary		2	3	1	6
Middle	2	11	5	1	19
Primary	2	11	5	1	19
Lower	26	46	6		78
Nursery	3	1			4
SPE		4			4

Behaviour and safety of pupils					
	Outstanding	Good	Requires Improvement	Inadequate	Total Number of Schools
Central Bedfordshire LA	48	83	6		137
<i>Phase</i>					
Upper	1	6			7
Secondary	1	4	1		6
Middle	4	12	3		19
Primary	6	11	2		19
Lower	33	45			78
Nursery	3	1			4
SPE		4			4

Achievement of pupils

	Outstanding	Good	Requires Improvement	Inadequate	Not applicable*	Total Number of Schools
<b>Central Bedfordshire LA</b>	<b>20</b>	<b>80</b>	<b>19</b>	<b>3</b>	<b>15</b>	<b>137</b>
<i>Phase</i>						
Upper		6			1	7
Secondary		2	3	1		6
Middle	2	11	5	1		19
Primary	1	11	5	1	1	19
Lower	14	45	6		13	78
Nursery	3	1				4
SPE		4				4

\* Please note: 15 schools were inspected using the pre September 2009 framework.