

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 09 June 2016

NOTICE OF MEETING

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Date & Time

Tuesday, 21 June 2016 10.00 a.m.

Venue at

Council Chamber, Watling House, Dunstable

Richard Carr
Chief Executive

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

Clrs M Versallion (Chairman), Mrs D B Gurney (Vice-Chairman), J Chatterley, P A Duckett, Mrs J Freeman, P Hollick, A Ryan, B Saunders, D Shelvey, and B Walker

[Named Substitutes:

R D Berry, D Bowater, K Janes, Mrs J G Lawrence, P Smith and T Swain]

Co-optees: Mrs Deans (Parent Governor), Mr Court (Parent Governor), Mrs Rowlands (Parent Governor), Mrs Main (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. **Minutes**

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 15 March 2016 and to note actions taken since that meeting.

2. **Apologies for Absence**

Apologies for absence and notification of substitute members.

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.

9. Update from Executive Members

To receive a brief verbal update from the Executive Members for:

- Social Care and Housing
- Health
- Education and Skills

Protecting Vulnerable Children

Item	Subject	Page Nos.
10	Child and Adolescent Mental Health Services Update	* Verbal

To consider the East London Foundation Trust update on the provision of the CAMHS in Central Bedfordshire and the new service model to be introduced.

Promoting Children's Health

Item	Subject	Page Nos.
11	Healthy Child Programme 0-19: Commissioning of services from April 2018	* 15 - 24

To consider the findings from the Health Needs Assessment to inform the future priorities and services for commissioning Community Health Services for Children and Young People in Bedford Borough and Central Bedfordshire and the set of guiding principles and approach for the recommissioning process.

Education & Skills

Item	Subject	Page Nos.
12	Peer Review of Arrangements For School Improvement	* 25 - 50

Members are requested to consider the focus and process for the Peer Review of Arrangements For School Improvement.

Provide comment on the outcome and recommendations from the Review and the actions being taken to address these, and how these will contribute to the refresh of the Partnership Vision For Education.

13	Ofsted HMI Letter and CBC Response	* 51 - 58
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To consider and comment on the HMI Ofsted letter sent to the Director of Children's Services to express concerns about the standard of education in Central Bedfordshire and the Director's response to Ofsted.2.

- 14 **Ofsted Joint Targeted Area Inspection** * Verbal

To receive a verbal report on the Ofsted Joint Targeted Area Inspections of the Council

Other or cross-cutting

- | Item | Subject | Page Nos. |
|-------------|---|------------------|
| 15 | 2015/16 Budget Monitoring Outturn report | * 59 - 66 |

To receive a presentation regarding the directorate's capital and revenue budget monitoring information outturn for 2015/16.

Full details of the outturn capital and revenue budget and is available from the Executive papers dated 07June 2016 available from the link below:

<http://centralbeds.moderngov.co.uk/ieListDocuments.aspx?CId=577&MId=5131&Ver=4>

- 16 **Work Programme 2016/17 and Executive Forward Plan** * 67 - 74

The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan.

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CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE** held in Council Chamber, Priory House, Monks Walk, Shefford on Tuesday, 15 March 2016

PRESENT

Cllr Mrs A Barker (Chairman)
Cllr G Tubb (Vice-Chairman)

Councillors:	P A Duckett K Ferguson Mrs J Freeman	Councillors:	P Hollick A Ryan Mrs T Stock
Parental Co-optees:	Mr S Court Mrs G Deans Mrs E Rowlands		
Church of England Co-optee:	Mr D Morton		
Roman Catholic Co-optee:	Mrs D Main		
Apologies for Absence:	Cllrs M R Jones D McVicar B Walker		
Substitutes:	Cllrs D Bowater		
Members in Attendance:	Cllrs R D Berry Mrs A L Dodwell Mrs S A Goodchild C Hegley D Shelvey M A G Versallion	Deputy Executive Member for Social Care and Housing Executive Member for Social Care and Housing Executive Member for Education and Skills	
Officers in Attendance:	Mrs P Everitt Ms D Hill Mr R Parsons Mr J Partridge Miss H Redding	Scrutiny Policy Adviser Senior Finance Manager - Children's Services Head of School Organisation and Capital Planning Head of Governance Assistant Director School Improvement	
Public:	0		

CS/15/89. Minutes

RESOLVED that the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 28 January 2016 be confirmed and signed by the Chairman as a correct record subject to the following amendment (Minute CS/15/82 refers):-

Deletion of the words "In the process of agreeing the recommendations it was not possible to reach a consensus with regard to the draft Revenue budget and particularly whether this was noted or accepted".

Addition of a recommendation stating "that the Committee received and recommended the proposed budget to the Executive in the understanding that full budget details were not presented and the Committee were not able to have a full debate. It was noted that Officers and the Executive Member could be relied upon to fulfil their role in this regard."

CS/15/90. Members' Interests

None.

CS/15/91. Chairman's Announcements and Communications

The Chairman made the following announcements:-

1. The Director had sent apologies due to the Ofsted Joint Targeted Inspection.
2. Debbie Main, Roman Catholic Diocese Representative, was welcomed to her first meeting of the Committee.
3. That the next scheduled meeting of the Children's Services OSC would be held in Dunstable due to the European Union Referendum.
4. That the Social Care Health and Housing OSC would consider the Excess Weight Strategy at their meeting on Monday 21 March and those Members interested were welcome to attend.

The Head of Governance also advised the Committee that work was underway to review the manner in which health items were considered by the Overview and Scrutiny Committees. Following this review opportunities would be provided for the Committee to engage in scrutiny of health items such as mental health.

CS/15/92. Petitions

None.

CS/15/93. Questions, Statements or Deputations

None.

CS/15/94. **Call-In**

None.

CS/15/95. **Requested Items**

The Chairman advised that the Corporate Resources OSC had requested to explore efficiencies with regards to debt recovery, pre payment methods and appropriate pricing of services as part of the Traded Services to Schools and Academies charges for 2016/17.

RECOMMENDED that this item be included on the work programme for a future meeting.

CS/15/96. **Executive Member Update**

The Executive Member for Education and Skills advised the Committee of several ongoing inspections. A Peer review of School Improvement had been completed and the letter of findings will be published and brought to OSC

Buildings work at schools in Leighton Buzzard and Cranfield had progressed well and the Executive Member reminded the Committee he would continue to brief them on school expansions on a ward by ward basis.

The Central Bedfordshire College had secured a Further Education site for the teaching of engineering skills in Leighton Buzzard, however, the University Technical College (UTC) in Houghton Regis was to close. A member raised concerns regarding the closure of the UTC and the impact it would have in Houghton Regis. The Executive Member explained it was not viable to keep the facility open because of a lack of pupil numbers. However, a significant opportunity had arisen to provide a community and educational facility on another site. The Executive Member agreed to provide a briefing note explaining the re-provision of further education facilities.

RECOMMENDED

- 1. That the Overview and Scrutiny Co-ordination Panel reconsider their decision in relation to the provision of information updates by Executive Members at the Committee meetings.**
- 2. That an item regarding the gap in school provision for disadvantaged children be added to the work programme for a future meeting.**

CS/15/97. **Q3 Budget Monitoring Report**

The Assistant Director School Improvement introduced the Q3 budget monitoring report. The Senior Finance Officer drew Members attention to the revenue budget overspends in Operations services that included Looked After Children (LAC). Savings had been identified to off-set the deficit that included the education services grant award. The Executive Member also advised that pressures on the LAC budget was a challenge, however, there had been no increase in the numbers of asylum seeking children since December. As part of the budget monitoring process a risk register would be introduced with the new budget.

A Member raised concerns as to why unaccompanied asylum seeking children had stopped appearing at Toddington Service Station and urged officers and the Executive Member to work with Police and investigate where the children could be found.

NOTED the update.

CS/15/98. **Strategy for Provision of Special Educational Needs and Disability (SEND) places in Central Bedfordshire**

The Assistant Director School Improvement introduced a briefing note that set out the background and significant developments made in the provision of services for pupils from 0-25 years with SEND.

To enhance services a collaborative piece of engagement was underway to inform and develop a draft strategy. There had been a marked increase in the number of health and care assessments and additional needs had been identified. One of the outcomes arising from the engagement work was the need for a leader in specialist needs in schools. The relaunch of the Central Bedfordshire website would make it easier for parents to discover and access services.

In light of the update members discussed the following:-

- Concern that some statemented children may not get the funding and support they need. In response the Assistant Director advised that funding was provided in three blocks. The outcome of the consultation on SEND funding from the Department for Education (DfE) was awaited, however, officers were working hard to ensure provision was in place.
- The level of training in place for teachers to support pupils with SEND in schools. The Assistant Director advised there was a qualification for Leaders in SEND. A professional study group existed as part of the Teaching School where good practice was shared, which was well attended by most schools. The Teaching School monitored and acted upon non-attendance by some schools.
- Concern that some children fell through a gap in provision because they did not meet the criteria for support. The Assistant Director explained the Council had invested in a number of schools to provide support, including Samuel Whitbread, Manshead and Ardley.
- The ways in which regular schools managed provision for SEN, including Mental Health, how this was measured and how best practice was shared. The Assistant Director advised that children with Mental Health issues were supported by a pastoral member of staff, however it was proposed that school SEN and pastoral leads should link up and share information where a bespoke education package could be prepared for each child.

RECOMMENDED that the draft SEND strategy be submitted to the Committee on 16 August.

CS/15/99. Children's Services Transformation programme

The Executive Member for Social Care and Housing introduced a report that outlined the proposals to redesign Children's services. Members of the Committee were asked to prepare ideas on how they wished to see the service shaped as part of the pre-transformation process.

(Meeting adjourned at 11.30am and reconvened at 11.50am)

Members' views had formed an important part in the start of the process, however, a Member briefing was sort to look at the emerging model of service.

RECOMMENDED that a member briefing be arranged for a date to be identified providing Members with an overview of the next stage in the development of the transformation programme.

CS/15/100. Commissioning of New School Places in Biggleswade and Arlesey for September 2017

The Executive Member for Education and Skills introduced a report that outlined the proposals for the commissioning of new schools places in Biggleswade and Arlesey. Both schools had met the criteria on requirement of places and student achievement and the proposal that Etonbury provide middle and upper provision had been welcomed.

In light of the report, Members raised the following concerns:-

- Whether the plans to expand Etonbury would provide enough school places because of housing growth planned in the vicinity. The Executive Member advised additional provision in the form of a free school model would be planned in the future.
- If officers were confident the new build would be delivered on time. The Head of School Organisation and Capital Planning advised that plans were well in advance and was confident the proposals would be delivered.

Members sought confirmation that improved provision for school drop offs and car parking at the schools had been included in the proposals. In response the Head of Service advised that he transport and highways implications of every proposal for new and expanded school provision were considered as part of associated applications for planning permissions and that there is no explicit Council policy regarding the provision of drop off points specifically. All related highways measures required as conditions to planning consents are funded through the Council's New School Places Programme.

Members were of the view that the provision of drop off points should be given enhanced consideration in the process of agreeing new school places. In response the Head of Service advised that he has recently requested the assistance of colleagues from several service areas, to review and consider the Council's current policy context in relation to school drop off points specifically.

In light of the discussion it was suggested that the Executive Member for Education and Skills should seek to ensure clarity of the Council's policy to provide effective and accessible drop off and pick up points at schools.

RECOMMENDED

- 1. That the Committee endorse the recommendations in the report to Executive.**
- 2. That a formal policy regarding effective and accessible “drop off” and “pick up” point at schools be produced.**
- 3. That ownership of the policy proposed at (2) be given to the Executive Member for Executive and Skills**
- 4. That the Executive Member update the Committee on the proposals at a future meeting.**

CS/15/101. Partnership Vision for Education

The Assistant Director introduced a report on progress with the Partnership Vision for Education that outlined the journey of school improvement and proposals into 2017. A refresh of the Partnership Vision would take place in September 2016 and details of those areas that would be taken into account were outlined. Of particular concern were the results for disadvantaged children at KS2 who had not achieved as expected. However, it was noted that the model of Teaching School led improvement had worked at KS4. The Local Authority had provided locality data reports to schools and the professional study group and national leaders would provide a workshop for schools to support improvement.

A School Improvement Peer Review had taken place which covered all key stages in schools. The feedback would be used to inform the refresh of the Partnership Vision. The Assistant Director advised that less than 50% of schools had signed up to the Vision and a Member proposed that engagement work with parents and governors was necessary to establish the reason why. A joint meeting with Governors, Headteachers and Members would be arranged to discuss the proposals.

A Member proposed that in order for Governors to ask the right questions and challenge head teachers on performance, a dashboard training session for Governors should be arranged. It was also proposed that a best practice guide also be made available to help Governors create confidence in their role. In light of the discussion a Member requested that an item on the role of Governors be included on the work programme.

Officers were also requested to bring a report on skills based learning and achievement in Central Bedfordshire. Members suggested that not enough emphasis was evident in the work streams to ensure all children would achieve their aims and aspirations. The Assistant Director advised that joint working between the Children’s Services team and the Regeneration Adult Skills team had produced positive results and a briefing on this area of work would be arranged.

The Committee discussed a number proposals for the recommendations that included:-

- a Governor and Headteacher briefing session
- a guidance manual for Governors
- a Governor dashboard training session, and

- that an update be provided on how skills based learning was delivered in Central Bedfordshire.
- that a briefing session be arranged on skills based learning jointly provided by Children’s Services and Regeneration Adult Skills teams.

RECOMMENDED that there must be an emphasis in the Vision on skills based learning to meet pupil and local employer needs as well as preparation for advanced study for other pupils.

CS/15/102. **Work Programme 2014/15 & Executive Forward Plan**

Members of the Committee raised concerns regarding the date, time and venue of the next meeting that had been rearranged to accommodate the EU referendum.

The Head of Governance informed Members of a collaborative approach to setting the work programme for next year, focussing on the 5-year plan. It was proposed an event with Members, Co-optees and partners be arranged to discuss, influence and achieve a good balance of items.

RECOMMENDED that the following items be included on the work programme in the future:-

- **Traded Services to Schools and Academies charges for 2016/17**
- **School improvement and recommendations from the Peer review**
- **Employability and the skills agenda briefing**
- **Governor briefing**
- **Dashboard training for Governors.**

(Note: The meeting commenced at 10.00 a.m. and concluded at 2.20 p.m.)

Chairman

Dated

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Central Bedfordshire Council

Children's Overview and Scrutiny Committee

June 21st 2016

TITLE OF REPORT

Healthy Child Programme 0-19: Commissioning of services from April 2018

Report of Cllr Maurice Jones, Executive Member for Health

Advising Officers: (Muriel Scott), Director of Public Health
(muriel.scott@centralbedfordshire.gov.uk)

Purpose of this report:

- 1. To outline the findings from the Health Needs Assessment to inform the future priorities and services for commissioning Community Health Services for Children and Young People in Bedford Borough and Central Bedfordshire**
- 2. To consider the set of guiding principles and approach for the recommissioning process**

RECOMMENDATIONS

The Committee is asked to:

- 1. Consider the Health Needs Assessment for Children and Young People in Bedford Borough and Central Bedfordshire which will inform future priorities, plans and services for children and young people**
- 2 Recommend to the Executive OSC views regarding the set of key recommendations and guiding principles for the re-commissioning process**
- 3. Support the approach outlined to re commission the 0-19 Healthy Child Programme**

3. Issues

- i) Introduction

In 2013 the NHS broke up delivery of children’s services by transferring the commissioning of the 5-19 Healthy Child programme (HCP) to Local Authorities and transferring commissioning of Children’s Community Health Services (CHS) to the newly created Clinical Commissioning Groups. In October 2015 commissioning responsibility for the 0-5 HCP was also transferred from NHSE to the Local Authorities. In Bedfordshire the HCP is currently provided by South Essex Partnership Trust (SEPT) and the (CHS) by SEPT and Cambridgeshire Community Services.

The contract for the HCP is currently commissioned by Public Health in Central Bedfordshire Council (CBC), on behalf of both CBC and Bedford Borough Council (BBC). These contracts were recently extended until 31 March 2018.

The contract for (CHS) is currently commissioned by Bedfordshire Clinical Commissioning Group (BCCG) and this contract was also extended until 31 March 2018.

The impending recommissioning of both these services from April 1st 2018 provides an excellent opportunity to improve health and wellbeing outcomes and strengthen the delivery of person-centred services across Bedfordshire. This can best be delivered through both commissioning organisations working together to align key principles and high level outcomes. As BCCG commissions the largest proportion of the contract values of community health services for Adults and Children it is proposed that CBC “aligns” its procurement with that of BCCG who will then lead the overall re-procurement process.

Note: this method of procurement will be considered by the SCHH committee and any constitutional changes by the General Purposes committee who can recommend constitutional changes to Council.

The Health Needs Assessment (HNA) and the set of key principles that have been developed are important elements in ensuring that together we commission services for the future that will help to give children and young people in Bedfordshire the best start in life.

ii) Scope of Services

The services that are in scope to be recommissioned from April 2018 include The 0-19 Healthy Child Programme (HCP) universal services commissioned by CBC and specialist children’s services commissioned by (BCCG).

Commissioning responsibilities for these services are outlined below. The OSC is being asked to consider the recommendations of the report in relation to services that are the responsibility of CBC.

CBC Responsibility	BCCG Responsibility
0-19 Healthy Child Programme:	Community pediatricians (north and mid Bedfordshire) Children’s Community Nursing

Health Visiting	Looked After Child Health Assessment
School nursing	Children's intermediate care MDT
Family Nurse Partnership	Paediatric continence
Oral Health Improvement	Orthoptics
	Ophthalmology
	Respiratory nurse
	Specialist school nursing
	Nutrition and dietetics service (South Bedfordshire service)
	Paediatric OT
	Speech and language therapy
	Child Development Centre (Kempston)
	Children's Continuing Care – SEPT
	Integrated discharge planning team
	Palliative care service
	TB service
	Phlebotomy service to Chiltern vale locality
	Community paediatricians (South Bedfordshire)
	Children's community nursing team (South Bedfordshire)
	Audiology (whole of Bedfordshire)

4. Health Needs Assessment (HNA)

The HNA was conducted to inform the commissioning of Community Health Services for children and young people across Bedford Borough and Central Bedfordshire . A clear understanding of needs will help to ensure that high quality and cost effective services are commissioned that will maximise opportunities to improve health and well being.

The needs assessment methodology included collation of demographic and outcome information, review of current services, collation of consultations with children and young people and some initial stakeholder engagement. Further engagement with service users and other stakeholders is planned.

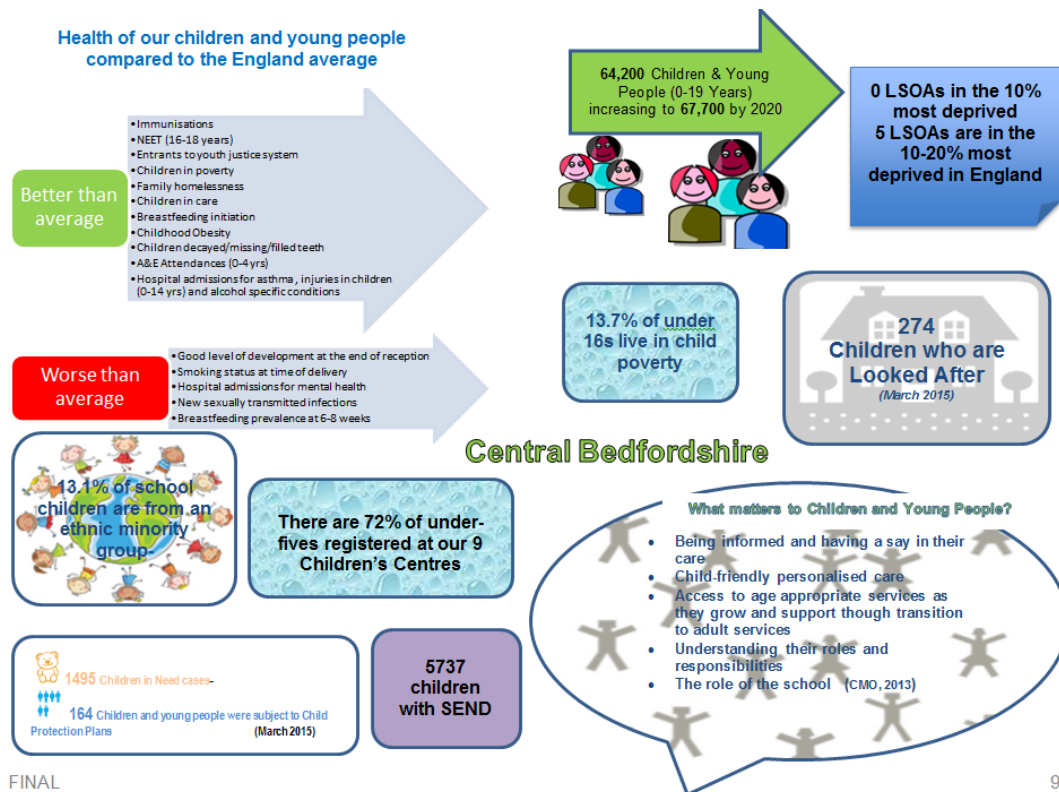
i) Summary Findings of the HNA

Across the majority of key indicators relating to health and health services Central Bedfordshire is either average or better than the national average.

However comparisons to national averages are only part of the picture. In Central Bedfordshire we are often well below the best in the country and too many children have poorer health outcomes than they could have.

Furthermore the variation in children's outcomes is a critical point. These health inequalities start before birth and accumulate throughout the life course. A recent report into health inequalities in England¹ found that children growing up in deprived areas tend to do worse. However, this was not inevitable. While doing the research for the HNA we identified that some very deprived areas are bucking the trend and children are doing as well as, or better than the national average.

ii) HNA key statistics for CBC:



iii) Conclusions from the HNA:

¹ National Children's Bureau (2015) Poor Beginnings Health inequalities among young children across England

- The health of children and young people in Central Bedfordshire is not as good as it could be compared to the best in the country.
- Children and young people in more disadvantaged areas have poorer health outcomes and this does not need to be the case.
- A life course approach with a focus on the early years has the most impact.
- Full and effective delivery of the Healthy Child Programme is key.
- Effective commissioning of Community Health Services is an opportunity to contribute to improved health outcomes.
- There are gaps in local services that mean some children with complex needs need to be placed out of area.
- Therapy services for children and young people with complex needs are the most often identified and we need to make sure there is good access to these services locally.
- Need to focus more on getting feedback from users to influence service development.
- Commissioning and provision of services is fragmented and pathways between services are not clear.
- Navigation into and around services is difficult and confusing for children, young people and families.
- The review identified a lack of understanding of the services provided and their impact on health outcomes.

5. Key Recommendations based on the HNA and evidence of best practice

The findings of the HNA were presented to a major stakeholder event in November 2015. The outcomes from this event plus the overall findings of the HNA have led to a number of key recommendations to inform future service provision:

1. Integrate services to achieve outcomes

- Develop a joint set of principles across the system that has ownership and commitment from partners to work to and promote.
- Aspire to ensure health, education and social care services are integrated where it makes sense and will have greater impact.

- Make sure we are working towards the same aims across the system by having shared outcomes.
- Commission services using a common commissioning and performance framework.

2. Focus on prevention and early intervention

- Take a flexible approach to commissioning to allow for more innovation and ability to respond to different needs.
- Continue to build on work to reduce unnecessary attendances at Accident and Emergency and admissions to hospital.
- Work closely with schools and colleges to ensure key messages about risky behaviours are being effectively delivered to young people.

3. Put children and families at the heart of services

- Develop a charter to steer services, together with children, young people and families so that we can make services and environments young people friendly and family focussed.
- Put in place a consistent and unified mechanism for user feedback to put children and young people and their families at the heart of what happens.

4. Improve access

- Ensure access to services is as straightforward as possible.
- Deliver more services closer to where people live by making better use of community resources.
- Make sure there is a real focus on planning the transition from children's to adult services.
- Make sure services are accessible and reach families that are hard to engage by having a shared approach.

5. Improve communication

- Make sure information about services is easily available, user friendly and in a range of formats.
- Commit to sharing information and making consent a positive contribution to this.
- Make sure information is shared in an appropriate and timely way to contribute to effective safeguarding of children and young people.

6. Be evidence based

- Make sure that we use the evidence of best practice nationally and internationally.

- Make sure good training and development is available to our workforce and to upskill families and parents to be able to provide support at home.

7. Principles

Colleagues from Children’s Services, Public health and BCCG have worked together to use these key recommendations to inform a set of principles that will inform service development and commissioning across the Local Authorities and BCCG in the upcoming procurement process and service delivery across all organisations in the future:









Bedford Borough Council and
Central Bedfordshire Council
working together



Bedfordshire
Clinical Commissioning Group

To Improve the Health and Wellbeing of Children and Young People in Bedfordshire – Through Innovation and Creativity we will:

1	2	3	4	5	6
 Be child and family focussed	 Focus upon prevention and early intervention	 Be integrated	 Provide an accessible and flexible service	 Communicate and share information	 Be evidence based and best value
<p>By ensuring that:</p> <ul style="list-style-type: none"> • The voices of children and young people and families are heard throughout the health care system and are at the heart of decision making. Children and young people’s needs drive planning and delivery. • Transitions to adult services are planned for and ensure best experience. • We empower children, young people and families to support themselves and promote resilience. 	<p>By ensuring that:</p> <ul style="list-style-type: none"> • We provide a universal service to children, young people and families; with a targeted approach to those most in need. • We shift effort, investment and resources towards prevention and early intervention, preventing poor health and wellbeing. • Services are provided in a way that contributes to reducing inequalities. 	<p>By ensuring that:</p> <ul style="list-style-type: none"> • We invite children, young people and families to co-produce the review and future design of services. • There will be clear leadership, accountability and assurance and organisations will work together for the benefit of children, young people and families. • All services have shared outcomes and deliver high quality integrated services. 	<p>By ensuring that:</p> <ul style="list-style-type: none"> • We offer children, young people and their families’ services in settings where they feel welcome, safe, comfortable and accepted. • Services are delivered in accessible locations, and in settings which cause as little disruption to their life or family life as possible. • Services are delivered at times that are suitable for children, young people and families. 	<p>By ensuring that:</p> <ul style="list-style-type: none"> • We share the best information and intelligence between professionals in a timely manner. • We share the best information and intelligence with children, young people and their families in an appropriate format. • We communicate appropriately with children, young people and families. 	<p>By ensuring that:</p> <ul style="list-style-type: none"> • We commission and deliver services to consistent standards, informed by best practice and available evidence. • Services are delivered by a properly planned, educated and trained workforce. • Services respond to the changing needs of children, young people and families and continue to achieve excellent outcomes.
<p>We are committed to providing appropriate and effective safeguarding services for children, young people and families in Bedfordshire.</p>					

Council Priorities

Full and effective delivery of the Healthy Child Programme will contribute to the achievement of the following Council priorities:

- improved educational attainment
- promote health and well-being and protect the vulnerable

The Healthy Child Programme is described below:

In 2009, the Department of Health set out an evidence-based programme of best practice, the Healthy Child Programme, with the ambition of making everywhere as good as the best by improving health and wellbeing for children and young people.

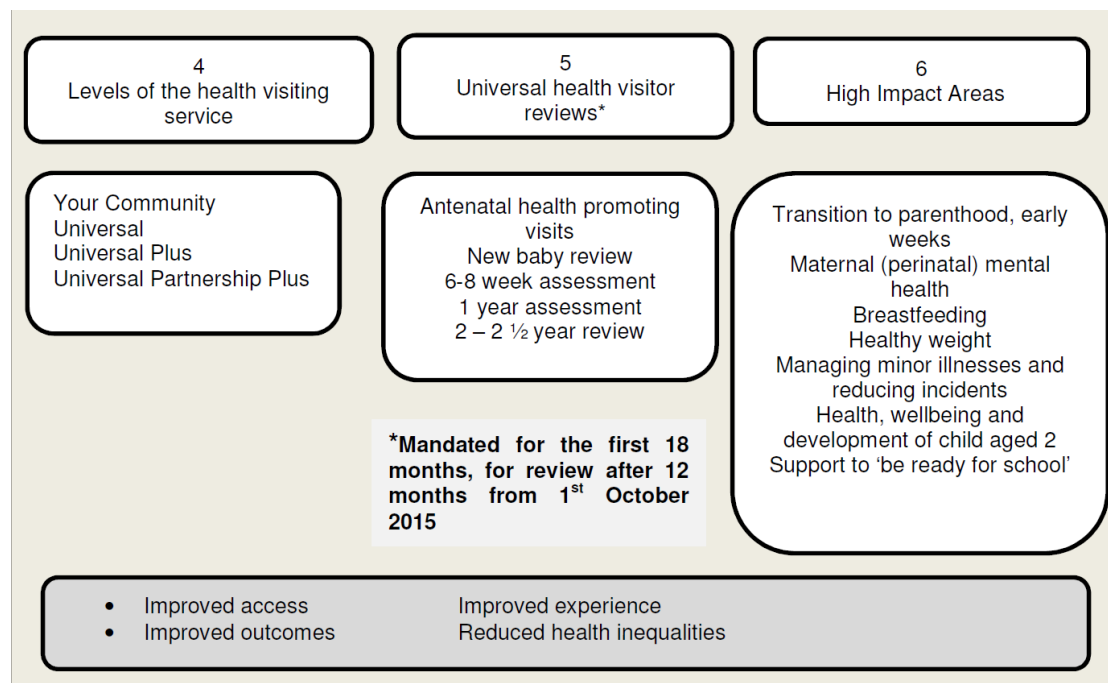
The universal reach of the Healthy Child Programme provides an invaluable opportunity from early in a child’s life to identify families that are in need of additional support and children who are at risk of poor outcomes.

The Health and Social Care Act 2012 sets out a local authority’s statutory responsibility for delivering and commissioning public health services for children and young people aged 5-19 years. Responsibility for children’s public health commissioning for 0-5 year olds, specifically health visiting, transferred from NHS England to local authorities on 1 October 2015.

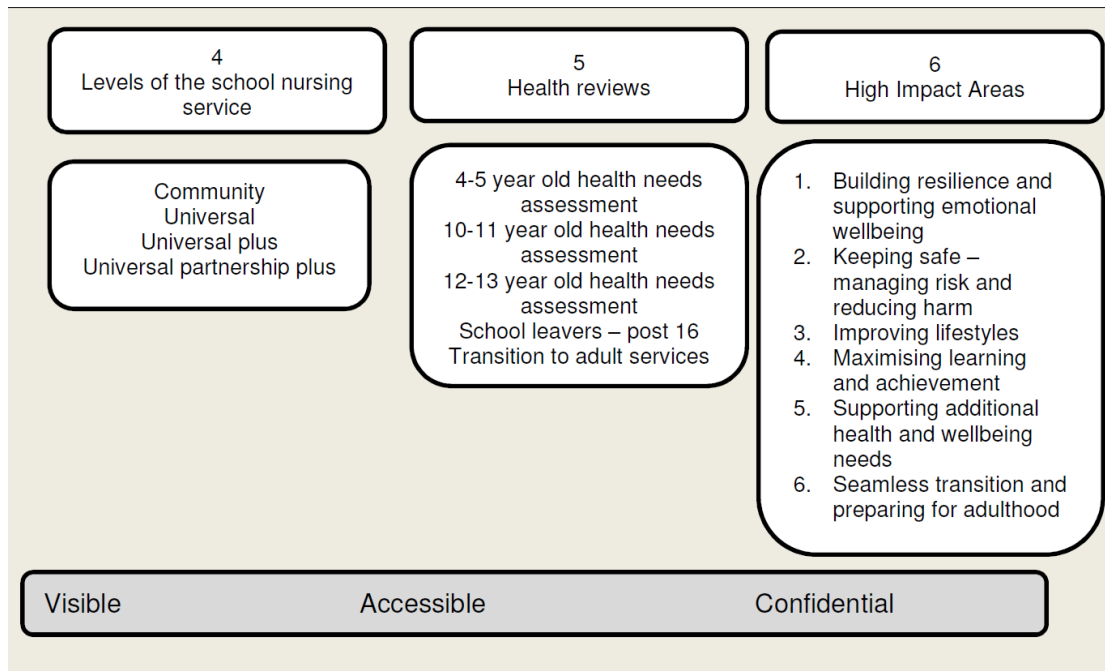
The 0-5 element is led by health visiting services and the 5-19 element is led by school nursing services. These professional teams provide the vast majority of Healthy Child Programme services.

The frameworks for delivery of the programme are illustrated below:

Health Visiting 0-5 Service Framework:



School Nursing 5-19 Service Framework (in development):



Conclusion and next Steps

We have an opportunity to commission services for children and young people in a more integrated way that will contribute to better health and well-being outcomes. Using the key recommendations from the HNA and the principles outlined above it is recommended that the following approach is taken to commissioning new services:

Commissioning and Procurement Process

- i) As Bedfordshire Clinical Commissioning Group (BCCG) commissions the largest proportion of the contract values of community health services for Adults and Children it is proposed that BCCG leads the overall re-procurement process, in collaboration with the relevant BBC and CBC officers, subject to this Council achieving value for money and the best outcomes for Central Bedfordshire Residents.
- ii) The continuation of the current arrangement whereby Public Health in CBC acts as the lead commissioner for the Healthy Child Programme on behalf of BBC. Both CBC legal and procurement teams will be involved in the process to ensure that the appropriate safeguards will be put in place to promote and protect the interests of CBC
- iii) The preferred option is for one overall procurement process for adults and children’s services with separate lots. One ‘lot’ will be for Children’s health & wellbeing services (including both the Healthy

Child Programme and BCCG commissioned child health services) across both BBC and CBC.

- iv) Although the services will be procured together in the 'lots' described the budgets and commissioning arrangements for BCCG and CBC-led services will remain separate but aligned.
- v) An MOU will be put in place to set out governance, risk and joint contracting arrangements going forwards.
- vi) BCCG plan to issue the Prior Information Notice in Autumn 2016

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 21 June 2016

Peer Review of Arrangements For School Improvement

Advising Officers: Sue Harrison, Director of Children's Services, Director of Children's Services sue.harrison@centralbedfordshire.gov.uk and Helen Redding, Assistant Director School Improvement, helen.redding@centralbedfordshire.gov.uk, Tel: 0300 300 6057

This report relates to a IssuesKey

Purpose of this report

1. This report sets out the focus and process for the Peer Review of Arrangements For School Improvement.
2. The report summarises the outcome and recommendations from the Review and the actions being taken to address these, and how these will contribute to the refresh of the Partnership Vision For Education.

RECOMMENDATIONS

The Committee is asked to:

1. Consider the final report from the Peer Review.
2. Consider the draft action plan and suggest any further actions to be considered.
3. Note that the Peer Review report will influence the refresh of the Partnership Vision For Education.

Background

3. A small group of School Improvement leads from Local Authorities (LAs) in the East region meet once a term to discuss common issues and problem solve together. This group currently includes Central Bedfordshire, Bedford Borough, Luton, Essex, Cambridge, Norfolk, Hertfordshire, Suffolk, Thurrock and Southend.
4. In 2014, it was agreed to develop a Peer Review framework to support LAs in the region to reflect on their practices and support preparation for the new Ofsted Inspection Framework for Local Authority Arrangements for School Improvement.

5. It was recognised that specific aspects of the Ofsted framework for inspection of LAs would provide a focused approach to peer review. Common aspects identified were the efficacy of LA intervention with schools, the speed of identification and intervention, and the quality and impact of the interventions to bring about rapid improvement particularly in 'Requires Improvement' schools.
6. The Assistant Director (AD) for Education and School Improvement was part of the Peer Review Team in Southend in November 2015, which supported preparations for Central Bedfordshire's Peer Review.

Peer Review process

7. The Director for Children's Services (DCS) and AD Education and School Improvement met with the lead for the Peer Review in November 2015 to agree the focus for the review.
8. The overarching question was agreed as: How engaged are schools in the LA's 5 year vision, and how well do they understand joint roles, responsibilities and accountabilities?
9. The agreed sub questions were:
 - How effectively is school improvement support quality assured for impact?
 - What are the LA mechanisms to monitor and evaluate school improvement and how effectively does this shape ongoing priorities and practice for schools and the LA?
 - How do schools feel that the LA holds them to account?
10. In January 2016, communication went out to schools through Central Essentials and Governors Essentials explaining the rationale and process for the Peer Review, and the agreed questions were shared with schools.
11. At the Heads and Governors Briefings in January schools were given more detail of the process and advised of the School Survey we were sending out to support the review.
12. A range of heads, governors and partners were invited to attend focus groups as part of the review.
13. A range of documentation was sent to the Peer Review Team which consisted of School Improvement professionals from Essex, Norfolk and Peterborough.
14. Central Bedfordshire has a different model of school improvement to many authorities which still retain a large school improvement adviser team. The Peer Review team identified 10 further questions to help them understand our model and help them answer the key questions we had asked them to focus on. These were:
 - Is there sufficient capacity across Central Bedfordshire to support a school led school improvement system?
 - To what extent is the LA a commissioning authority and to what extent does it provide school improvement advice, support and challenge itself?

- What is the LAs overall view of its effectiveness, its priorities and how clearly is this communicated to Members/schools?
 - How does the LA know the effectiveness of its commissioned support?
 - How accountable are the Teaching School Alliances (TSAs) and Headteacher School Improvement Professionals (SIPs) for improvement in Central Bedfordshire?
 - Does Central Bedfordshire have a strategy for developing the school led school improvement system that has schools that are not teaching schools supporting other schools within a cluster or partnership?
 - What issues have the LA identified related to the underperformance at KS2 ?
 - How well do schools understand the agenda of school led school improvement?
 - How engaged are all schools beyond the TSAs in improving all Central Bedfordshire schools?
 - To what extent is the LA using its powers of intervention. What has been the impact of warning notices?
15. The peer review took place over 2 days in March.
16. An initial meeting was held at the start of the 2 days with the School Improvement team and the Director, and a further meeting with the Executive Member and the Director.
17. 8 focus groups were held where the local authority was not present. These were with:
- Cross Service local authority officers;
 - Nursery, Lower and Primary headteachers;
 - Middle, Upper, Secondary and Special headteachers;
 - Teaching Schools;
 - System Leaders from schools;
 - Governors;
 - SIPs;
 - Partners
18. Members of the Review team sat in on a Schools Causing Concern meeting.
19. Interim feedback was given at the end of Day 1, and final feedback at the end of day 2. The final report was received within a week.

Final Report and next steps

20. The Final Report is attached as Appendix 1.
21. The report has been shared with The Partnership Vision For Education Board (PVfEB), and they have agreed next steps with regard to implementing the recommendations, and using this report to inform the refresh of the Partnership Vision For Education.
22. The report has also been shared with schools, and will be part of a discussion with schools at the Heads and Governors Briefing on the 13 June 2016.

23. A draft action plan has been drawn up (Appendix 2) and agreed by the PVfEB to address the recommendations, and progress is being made on these actions. Further actions will be identified through the heads and governors meetings and agreed by the PVfEB and will form part of the revised implementation plan for the Partnership Vision.
24. The action plan development is progressing with involvement from key partners. The refresh of the Partnership Vision for Education will support further focus on raising attainment at Key Stage 2 and narrowing the attainment gap for disadvantaged pupils at every key stage.

Council Priorities

25. This piece of work supports the Council priority of 'improving education and skills'.

Corporate Implications

26. All partners' support is required to deliver the Partnership Vision for Education. Members who are governors have a key role to play in challenging and supporting schools to collectively address the recommendations of this report, and to contribute to developing and delivering the refreshed vision.

Legal Implications

27. None

Financial and Risk Implications

28. There is reputational risk to the Council if the actions identified do not lead to improvement in outcomes.

Equalities Implications

29. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
30. The recommendations from the Peer Review and their influence on the refreshed Partnership Vision For Education supports the work across education to narrow the gap between disadvantaged pupils and their peers and improve outcomes for all pupils and recommends that this becomes an imperative.

Implications for Work Programming

31. The Overview and Scrutiny Committee will consider the refreshed Partnership Vision for Education at its meeting in September, before it goes to Executive.

Appendices

Appendix 1: Peer Review Final Report
Appendix 2: Peer Review Draft Action Plan

Background Papers

32. None

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Findings from the peer review of support for school improvement for Central Bedfordshire Local Authority

Overview

Central Bedfordshire Local Authority commissioned a peer review of support for school improvement from a team of colleagues from Norfolk, Essex, and Peterborough. The review was undertaken on 7th and 8th March 2016 and the findings are included in this report. The Local Authority identified an overarching question for the review of school improvement.

How engaged are schools in the Local Authority's 5 year vision and how well do they understand joint roles, responsibilities and accountabilities?

During the review the following underpinning questions were discussed

How effectively is school improvement support quality assured for impact?

What are the Local Authority mechanisms to monitor and evaluate school improvement and how effectively does this shape ongoing priorities and practice for schools and the Local Authority?

How do schools feel that the Local Authority holds them to account?

This report includes the following sections:

- A. Introduction
- B. Current performance context for Central Bedfordshire
- C. The strengths and areas for development
- D. Key recommendations
- E. The follow up offers of support from peer Local Authorities

I would like to thank colleagues from Central Bedfordshire Local Authority, on behalf of the peer review team, for their engagement in the process of the review and their openness to share documentation and developing practice.

Sally Rundell (Education Consultant)

Peer Review team:

Chris Snudden (Norfolk), Gary Perkins (Peterborough), Nicola Woolf (Essex) Sally Rundell (Education Consultant)

A. Introduction

The overarching question for the review was:

How engaged are schools in the Local Authority's 5 year vision and how well do they understand joint roles, responsibilities and accountabilities?

To support this focus the Local Authority agreed a set of three further questions to be used in all discussions and interviews in the course of the review, which are listed below:

1. How effectively is school improvement support quality assured for impact?
2. What are the Local Authority mechanisms to monitor and evaluate school improvement and how effectively does this shape ongoing priorities and practice for schools and the Local Authority?
3. How do schools feel that the Local Authority holds them to account?

The review involved:

- the analysis of a range of performance data and Local Authority documentation;
- a school survey based on the key questions;
- discussions with focus groups of stakeholders encompassing members, Local Authority officers, Teaching Schools, System Leaders, School Improvement Partners headteachers, governors

This report outlines:

- The current performance context for Central Bedfordshire Local Authority
- The strengths and areas for development linked to the overarching question
- A summary of key recommendations
- The follow up offers of support from peer Local Authorities

B. The current performance context for Central Bedfordshire Local Authority

Outcomes at the end of Early Years Foundation Stage:

Early Years Foundation Stage – 64% achieving a Good Level of Development which is 2% below national, 4% below statistical neighbours and ranked 9/11. GLD has improved by 15% from 2013. Gap to national has narrowed by 1% point over three years. FSM GLD is 40% (11% below national and 8% below statistical neighbours. Non-FSM is 65% 4% below national and 5% below statistical neighbours. SEN is 3% below both national and statistical neighbours

Yr. 1 Phonics:

Y1 phonics is in line with national but 8/11 against Statistical Neighbours
Phonics has improved over time from 68% in 2013 to 77% in 2015 – 1% greater than national increase (69 – 77)
Performance of pupils with FSM is 9% below national and 4% below statistical neighbours. The gap between FSM and non-FSM pupils is 3% wider than the statistical neighbour gap and 8% wider than national gap. This is due to the low comparative performance of FSM pupils.

Outcomes at the end of Key Stage1:

The majority of outcomes at Key Stage 1 are above national and FFT data also illustrates significant progress from Early Years Foundation Stage to Key Stage1 with sustained high standards over time and good improvement in Average Point Scores in each subject over time

Key Stage1 – L2b+ Reading is 2% above National, L2b+ Writing is 5% above NA, L2b+ Maths 2% is above national. Concerns over the lack of external moderation of teacher assessment were raised by middle and secondary schools in the light of these results.

Outcomes at the end of Key Stage2:

Outcomes at the end of Key Stage 2 are a **significant concern**. Rates of Expected Progress in all subjects are well below national and ranked in the bottom two of all LAs in the country for reading and maths. There is a possibility that, if this were to continue, there could be reputational damage to the council as a result:

- Key Stage 2 L4+ combined is 3% below national, 3% below statistical neighbours and ranked 9/11 (national ranking 134/152)
- Key Stage 2 Reading L4+ is in line with national average and 1% below statistical neighbours and ranked 9/11 (national ranking 112/152)
- Key Stage 2 Reading L4b+ 1% is below national and 3% below statistical neighbours and ranked 11/11 (national ranking 114/152)
- Key Stage 2 Writing L4+ 1% is above national and statistical neighbours and ranked 4/11 (national ranking 66/152)
- Key Stage 2 Maths L4+ 3% is below both national and statistical neighbours and ranked 9/11 (national ranking 140/152)
- Key Stage 2 Maths L4b+ 2% is below national and statistical neighbours and ranked 9/11 (national ranking 123/152).
- Key Stage 2 Expected Progress in Reading is 4% below national and statistical neighbours and ranked 11/11 (national ranking 150/152)
- Key Stage 2 Expected Progress in Writing is 2% below national and statistical neighbours and ranked 10/11 (national ranking 141/152)
- Key Stage 2 Expected Progress in Maths is 7% below NA and 5% below SNs. Ranked 11/11(national ranking 151/152) .

Outcomes at the end of Key Stage 4

Outcomes at the end of Key Stage 4 compared to Key Stage 2 are an improved picture with attainment and progress above national average:

- Key Stage 4 5+ A* to C including English and Maths is 4.5% above national, 1% below statistical neighbours and ranked 8/11 (National Rank 57/151)
- Key Stage 4 5+ A* to C 1.7% above national and, 1.5% below statistical neighbours and ranked 10/11 (National Rank 74/151)
- Key Stage 4 EBacc 2% below national and 3.2% below statistical neighbours and ranked 9/11 (National rank 101/149)
- Key Stage 4 expected progress in English is 1.3% above national and 0.3% above statistical neighbours and ranked 6/11 (National Rank 65/149)
- Key Stage 4 expected progress in maths is 2.5% above national and 0.1% above statistical neighbours and ranked 6/11 (National Ranking 47/151)
- There is significant variation between schools
- Performance of FSM pupils is 3.7% below national and the gap between FSM and non FSM is 3.8% greater than national

Outcomes at the end of Key Stage 5:

Outcomes at Key Stage 5 are very low across all key measures – both academic and vocational

NEET: 5.4% - 6.1%, which is higher than national. NEET unknown is 10.1% below national, which is 13.2%. Information provided verbally during the review suggest that NEET is now 3%

NEET/Unknown (2014/15 - 3 months average): The NEET rate is 3.7% and lower than national (4.7%), regional (4.5%) and statistical neighbour (3.8%) averages. NEET unknown is 7.8% which is below national (9%) and statistical neighbours (11.4%). The unknown rate is however slightly higher than the regional average (6.6%).

Information provided verbally during the review suggests that for 2015/16 (3 months average) NEET is now 3.1% - this is still to be verified by the DfE and benchmarking is not yet possible.

C. The strengths and areas for development

Current Strengths:

- Headteachers value their ongoing relationship with the Local Authority
- Headteachers value 'Central Essentials' and 'Governor Essentials' as an efficient communication tool for schools
- The initial development of Teaching schools has been closely supported by the Local Authority to good effect through the use of the small commissioning budget
- There are some good examples of quality assurance arrangements for all commissioned work which could be strengthened by being incorporated into

an overarching Strategy for School Improvement. This would provide clarity for all partners.

- All schools have access to and are engaged with the Teaching Schools in some form
- Schools understand the Local Authority categorisation system for school support
- Governance reviews and governor monitoring are used proactively to support improved leadership
- There are some good examples emerging of schools working collaboratively particularly in Learning Community 2 which could be strengthened across the Local Authority

Areas for development:

- The priorities for improving standards need to be more explicitly articulated in the Partnership vision as key drivers for the vision.
- At the planned summer review of the 'Partnership Vision' for a school led system the most urgent priorities for improvement of Key Stage 2 and the performance of disadvantaged pupils should be stated clearly at the front of the document, as well as the continuing focus on improving GCSE outcomes. (This is based on 2015 analysis of the Local Authority performance of pupils)
- The Local Authority has a developing definition of a school led self-sustaining school improvement system, which needs to be further co-constructed with schools. The roles of all players in the school led system need to be clearly defined and agreed including; Local Authority officers, Lead members, Teaching Schools, System Leaders, Headteachers and Governors
- The Local Authority needs to document concisely their school led school improvement strategy incorporating the current school intervention strategy in order to communicate the coherence of their approach.
- There is a need to provide more concise analysis and interpretation of quantitative and qualitative evaluation evidence to inform members and schools of current and comparative performance, emerging priorities and actions needed
- Recognising the current members focus on GCSE results, which has had an impact on improving Key Stage 4 outcomes, the time is right to extend that focus and imperative to address the Key Stage 2 and disadvantaged pupils priorities
- Lower schools have joint accountability for outcomes by the end of Key Stage 2 and there needs to be more stringent accountability for progress of all pupils by the end of Year 4
- A short term (2 year) raising attainment plan is needed to address the urgent improvements at Key Stage 2. This plan should focus on developing accountability across the Key Stage 2 with a particular emphasis on Year 4 achievement. This plan should be developed in partnership with schools that have made good progress in improving end of Key Stage 2 outcomes
- Currently mid-year on track data is only collected consistently in schools of concern but this should be expected of all schools and include Years 2 and 4 as well as Year 6 and 11.
- Schools and Governors express a concern about the validity of Key Stage 1 assessments and would welcome an external moderation
- Schools express concerns about recruitment and retention of high quality staff

E. Key Recommendations

If the Local Authority is to move to a model of school improvement that is genuinely a school led system, given the current strengths and areas for development outlined above, there are a set of recommendations to be considered by all stakeholders in Central Bedfordshire, in partnership with the Local Authority. These recommendations are set out below:

1. Ensure that, in the summer term review of the Local Authority Partnership Vision, that the key priorities for improvement of pupil achievement are stated clearly at the front of the document - particularly Key Stage 2 and improving outcomes for disadvantaged pupils
2. Co- construct with all stakeholders an agreed definition of a self-sustaining school led approach to school improvement with all roles clarified
3. Provide regular, concise headline analysis and interpretation to schools and elected members for the achievement of pupils and comparative performance which leads clearly to emerging priorities and actions for improvement
4. Document the school led school improvement strategy incorporating the current school intervention strategy to show strategic coherence
5. Continue to challenge secondary schools to improve GCSE outcomes in a school led system
6. Develop a more rigorous and consistent challenge to all primaries and lower schools to improve outcomes at the end of Year 4
7. Develop a 2-year Raising Attainment plan, in partnership with schools, in order to accelerate improvement at the end of Key Stage 2, drawing on best practice across primary, middle and lower schools.
8. Implement a system of termly collection and analysis of pupil 'on track' data from every school with a focus on Years 2,4,6 and 11. Use this data to ensure appropriate in-year support and challenge to schools and improve knowledge of the ongoing progress
9. Commission external moderators to moderate Key Stage1 outcomes in 2016 and develop a more systematic model of cross phase moderation across the Local Authority.

F. The follow up offers of support from peer Local Authorities

Essex:

Essex could offer the following examples:

- The Essex vision for a school-led school improvement model
- Examples of how Essex has ensured that schools and governors know and understand the priority and need of establishing a school-led school improvement model
- Example of how Essex collects data through an online submission document

Norfolk:

Norfolk has an extensive team of skilled moderators and our Assessment and moderation lead is the regional co-ordinator for STA. Norfolk could offer some support for external moderation and for the development of an effective cross phase model. (Advice and support can be offered free of charge. If Central Bedfordshire were to commission Norfolk moderators to undertake external moderation there would be a charge to cover costs.)

Norfolk is strong in the analysis and interpretation of data, the collection, collation and interpretation of data and could share their regular reporting mechanisms, reports to members and schools, and use of Perspective Lite to collect confidential school data.

Peterborough:

Peterborough could offer:

- Mutual support and discussion at AD/HoSI level to encourage and develop a school –to-school improvement model
- Mutual support and discussion at AD/HoSI level to discuss the commissioning/ brokerage model with teaching schools

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PEER REVIEW ACTION PLAN



1. Summer term review of the Local Authority PVfE providing key priorities for improvement of pupil achievement stated clearly at the front of the document – esp. for
 - KS2 and
 - Improving outcome for disadvantaged pupils

	Outcome and deliverable	Actions	Ownership	Deadline	Success Criteria
1-1	PVfE is refreshed to address the revised priorities.	1.1.1 Identify which elements need to remain in the vision 1.1.2 Which elements need to be removed as business as usual. 1.1.3 What needs to be added in as revised priorities. MILESTONES May 2016 PVfE board agree key proposed actions June 2016 Heads and governors forum propose additional actions and agree involvement July 2016 PVfE board agree refreshed vision August 2016 Refreshed Vision amended if required in light of outcome data Sept 2016 O & S contribution to refreshed vision Oct 2016 Exec approve refreshed vision	PVfE board	Oct 2016	Refreshed PVfE approved by executive.

2. School Improvement Strategy that clearly defines for all stakeholders Central Bedfordshire’s approach to a school-led school improvement system and all partners’ roles.

	Outcome and deliverable	Actions	Ownership	Deadline	Success Criteria
2.1	Co-produce a school led school improvement strategy that reflects the education white paper direction of travel.	2.1.1 Establish group/task force to commence work follow up with workshop to build and finalise action 2.1.2 Draw together key plans and strategies 2.1.3 use and adopt/adapt top line detail, priorities, targets and desired outcomes creating one overarching direction for schools improvement 2.1.4 Ensure actions incorporate an over-arching strategy identified regarding implementation of education white paper 2.1.5 Agree potential models for Multi Academy Trusts (MAT) across CB and provide guidance to schools.	HR/SD	Aug 2016	One document will articulate the school led school improvement strategy incorporating the current school intervention strategy and the intended direction of travel to show strategic coherence All CBC schools and partners are clear regarding CB approach to school improvement

3. Provide regular, concise headline analysis and interpretation to schools and elected members for the achievement of pupils and comparative performance identifying clear emerging priorities and actions for improvement

Implement a system of termly collection and analysis of pupil ‘on track’ data from every school with a focus on Years 2, 4, 6 and 11. Use this data to ensure appropriate in-year support and challenge to schools and improve knowledge of the ongoing progress

	Outcome and deliverable	Actions	Ownership	Deadline	Success Criteria
3.1	Establish a CBC-wide data tracking system that allows for recording of actual and predicted outcomes for every pupil, not restricted by age or setting	<p>3.1.1 Immediate KS2 data outcomes shared with lower schools, supporting accountability for full KS2 learning journey for both schools. Data shared by subject, feeder school and, where possible, pupil.</p> <p>3.1.2 Develop a business case for a buy-back data service that meets the agreed needs of schools and the local authority.</p> <p>3.1.3 Identify successful approaches using examples of best practice from other LAs, including Nottinghamshire City Council and Norfolk and make visits.</p> <p>3.1.4 Consider data already available and how and with whom this can be more effectively shared.</p> <p>3.1.5 Establish a system that allows for in-year data submission, thus enabling CBC to recognise and broker support more quickly.</p> <p>3.1.6 Further develop data reporting packages for stakeholders including schools and elected</p>	Data team/DP	<p>Sept 2016</p> <p>May 2016</p> <p>June 2016</p> <p>Aug 2016</p> <p>September</p>	<p>All settings have a clear understanding of the performance of every pupil, cohort and groups within the cohort; with a clear comparison to contextual statistical neighbours and national expectations.</p> <p>Where nationally reported data is submitted, feeder settings are aware of the outcomes for their pupils i.e. Lower for KS2 data, Middles for KS4 etc.</p>

		members, which concisely demonstrates outcomes.			
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4. Achieving outcomes in the top quartile at every key stage.

	Outcome and deliverable	Actions	Ownership	Deadline	Success Criteria
4	Improve outcomes for all pupils	<p>Generic actions for each phase.</p> <p>4a Review current approach for challenge and intervention</p> <p>4b Seek input from schools on best approach and how challenge could have bigger/improved impact</p> <p>4c Identify approach using examples of best practice from other LAs</p> <p>4d Use of offer by PR team to share their practice</p> <p>4e Consider innovative ideas/project</p> <p>4f Consider as part of bid for innovation fund</p>	HR		Outcomes, at every phase, are in the top quartile
4.1	<p>Improve outcomes at EYFS</p> <p>Detail in school readiness plan</p>	<p>4.1.1 Establish 'Joined up' communication for parents at every stage.</p> <p>4.1.2 Facilitate Parents being aware of the agreed requirements for school readiness and able to access advice from informed professionals, brochures and CBC social media</p> <p>4.1.3 Ensure Parents are aware of the need for children to attend school</p> <p>4.1.4 Parents are aware of the meaning of school / pre-school assessment data and the expectations for children being 'Year 1</p>	DP/HR	<p>Systems in place Sept 16</p> <p>Apr 16</p> <p>Ongoing</p> <p>Dec 16</p>	<p>CBC exceeds national average in 'Good Levels of Development' at the end of Yr. R.</p> <p>(Currently NA 66% GLD CBC 64% GLD Ntl ranking 110/151)</p>

		<p>ready.'</p> <p>4.1.5 A well informed education workforce – aware of key issues and priorities</p> <p>4.1.6 Ensure Parents and Professionals are aware of the key points of contact (where there are emerging issues).</p> <p>4.1.7 Support professionals and parents to have a better understanding of responsibilities and a shared approach to supporting children, through a consistent delivery of training by a centralised body.</p> <p>4.1.8 Improve data sharing and models of successful practice.</p> <p>4.1.9 Establish and improve an understanding of the uptake and impact of the Early Years Pupil Premium</p> <p>4.1.10 Improve health and EYs educational outcomes by providing jointly supportive offers. (E.g. combining the health Ages and Stages Questionnaire and the Early Years Foundation Stage Outcomes Assessments).</p> <p>4.1.11 Develop a clear pathway when things are not going well.</p> <p>4.1.12 Develop improved transition through health, EYs education to Year 1.</p>		<p>Sept 16</p> <p>Oct 16</p> <p>Sept 16</p> <p>June 16 July 16</p> <p>Sept 16 following data analysis Apr 16</p> <p>Dec 16</p>	
4.2	Retain high outcomes at Key Stage 1	4.2.1 To share good practice as part of the KS2 School Improvement Group – sharing objectives as part of develop 'Raising Attainment Plan.'	HR	Dec 16	CBC exceeds national average – when determined in new assessment system.

		Group – sharing objectives as part of develop ‘Raising Attainment Plan.’			
4.6	To ensure all providers are aware of national expectations for disadvantaged pupils	<p>4.6.1 Inform all providers at all phases, where they exceed the national gap in disadvantaged measures.</p> <p>4.6.2 All qualifying settings provide School Improvement with a clear strategy to improve outcomes for disadvantaged pupils and identify challenges that could be addressed by better training and support.</p> <p>4.6.3 Schools with three year increasing gap for disadvantaged pupils to be visited by SIM /SI team and strategies discussed and an action plan submitted to the LA.</p> <p>4.6.4 Schools with a three year declining trend (narrowed gap, but improved outcomes overall) to be visited to share actions and measurement of impact.</p> <p>4.6.5 Leadership training opportunities make clear CBC objectives to narrow the disadvantaged gap and this is cascaded into every classroom.</p>	DP/HR	<p>May 2016 and annually in Oct</p> <p>Dec 16</p> <p>Annual prog</p>	<p>All settings are aware of their disadvantaged gap if it exceeds the national average.</p> <p>All settings detail the actions they are taking to narrow the gap and identify the challenges they face.</p> <p>All school staff know the expected outcomes for disadvantaged pupils and can identify all disadvantaged pupils in their teaching sets.</p>
4.7	Teaching School provides relevant training to support ‘Narrowing the Gap’ research findings	<p>4.7.1 National research papers reviewed to identify successful improvements in outcomes for disadvantaged pupils.</p> <p>4.7.2 Teaching school to audit provision for training to support disadvantaged pupils.</p> <p>4.7.3 Teaching School to provide additional programmes to support effective strategies identified through research.</p>	SD/DP/HR	Dec 16	All settings are able to access identified strategies for improving achievement of disadvantaged pupils.

		4.7.4 Schools with three year declining trend (narrowed gap, but improved outcomes overall) to share practice with School Improvement team and identify key features that could be offered to all schools through teaching school.			
4.8	Reduce the achievement gap of children at the start of their schooling	<p>4.8.1 Provide clear expectations to all parents/carers for children before they start school. Share information using a variety of media, including social media.</p> <p>4.8.2 Provide professionals with a clear expectation for children's baseline on entry to school and share communication with parents.</p> <p>4.8.3 Support transition into school for all children and develop systems to support early identification of vulnerable disadvantaged children, who may be less likely to achieve at national expectation.</p> <p>4.8.4 Provide clear pathways of support for pre-schools, schools, Nurseries, PVI's, Children Centres and Health Services – for children arriving at settings with clear indicators that they are less likely to achieve at national expectation.</p> <p>4.8.5 Monitor the impact of the EYs PPG and hold settings to account for improved progress.</p>	Deborah Pargeter – School Intervention Mgr	To be reviewed July 2016	<p>Children start school being able to fully access their EYs learning.</p> <p>Children with specific difficulties are identified prior to starting school and support is put in place to enable them to fully access their learning.</p> <p>All parents / carers are aware of the expectations of school readiness and support their child's development to ensure that expectations are met or support is provided to improve the child's outcomes.</p>
4.9	To ensure that the PPG audit has a direct impact on school improvement.	<p>4.9.1 Collate information about schools that have completed the audit and track data over 3 years. Where improvements are evident, visit schools to determine actions that led to improvements.</p> <p>4.9.2 Review audit annually in-line with Ofsted and DfE research and adapt as necessary.</p>	Deborah Pargeter – School Intervention Mgr	September 2016	<p>All schools are aware of the areas of strength and the areas that require improvement as a result of an effective audit process.</p> <p>All schools develop a clear action plan to support improving outcomes</p>

		<p>4.9.3 Facilitate audit in all settings with disadvantage gap above national. At Primary in Reading, Writing and Maths. At KS4 criteria to be determined.</p> <p>4.9.4 Promote audit in all settings and provide additional training to support self-evaluation.</p>			<p>for disadvantaged pupils.</p> <p>Clear evidence (through data) that outcomes for disadvantaged pupils are improving in all CBC schools and academies.</p>
4.10	All settings clearly define the specific needs and provision for their disadvantaged pupils.	<p>4.10.1 All settings are supported to recognise the profile of their cohorts in relation to disadvantaged pupils with additional needs. All settings compare the profile of disadvantaged pupils with all pupils within the school and provide plausible data to support this.</p> <p>4.10.2 All settings to critically review the outcomes for the profile of disadvantaged pupils and provide clear evidence to support additional needs, with provision maps to demonstrate additional support.</p> <p>4.10.3 School Improvement to provide (through the teaching school) model provision maps for disadvantaged pupils, with expectation for monitoring of impact and reviewing.</p> <p>4.10.4 CBC to provide model PPG analysis for schools to present to governors and place on their website.</p>	Deborah Pargeter – School Intervention Mgr	November 2016	<p>All settings can concisely explain the profile of their disadvantaged pupils and support this with feasible evidence.</p> <p>All school provision map all disadvantaged pupils and demonstrate clear impact of spend of PPG grant.</p> <p>All schools have ‘fit for purpose’ review of PPG spend on their website and available to Ofsted.</p>

4 Commission external moderators to moderate Key Stage1 outcomes in 2016 and develop a more systematic model of cross phase moderation across the Local Authority.

School Improvement

	Outcome and deliverable	Actions	Ownership	Deadline	Success Criteria
5.1	Develop a network of trained moderators within each locality to support improved regular checking of standards.	<p>5.1.1 Increase number of trained moderators, with a view to a skilled moderator within each locality.</p> <p>5.1.2 Develop a shadow moderator system to create succession planning of moderators and allow different phases to observe process.</p>	DP	Sept 2016	<p>Skilled moderator in each locality for each phase.</p> <p>Moderation network meetings are standard practice, across clusters of schools each term, supported by trained moderators.</p>
5.2	To facilitate routine cross- Local Authority moderation	<p>5.2.1 Embed attendance at cross LA moderation meetings (as attended in 2016.)</p> <p>5.2.2 Link with local LA to establish mutual sharing of moderation in each others schools.</p> <p>5.2.3 Shared moderators (system already in place, but not formalised.)</p>	DP	Dec 16	<p>CBC standards moderated by neighbouring moderation teams.</p> <p>CBC moderators share CPD with other LA moderators.</p>

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Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee

21 June 2016

Ofsted HMI letter setting out concerns around quality of education and outcomes for pupils in Central Bedfordshire schools and Central Bedfordshire Council's response

Advising Officer: (Sue Harrison), Director of Children's Services
sue.harrison@centralbedfordshire.gov.uk

Purpose of this report

1. On 23 March 2016 Andrew Cook, HMI, wrote to the Director of Children's Services to express concerns about the standard of education in Central Bedfordshire (see Appendix 1). The Director of Children's Services responded to this letter on 24 March 2016 strongly challenging the bias of the HMI letter (see Appendix 2) whilst accepting the fact that under achievement at key stage 2 is a cause for concern.
2. The Director of Children's Services will present the report and appendices to allow members an opportunity to comment on the content of both appendices and raise any further questions not covered in the response to Ofsted.

RECOMMENDATIONS

The Overview and Scrutiny Committee is asked to:

1. Review and comment on the covering report and Appendices 1 & 2.
2. Raise any questions with the Director of Children's Services

Council Priorities

- The Children and Young People's Plan 2015-2017 Priority 1 – Improved education attainment. Outcome 4 – Well led and managed schools

Corporate Implications

3. There is a risk of damage to the reputation of CBC caused by the alleged concerns raised by HMI, Ofsted.

Legal Implications

4. There are no legal implications identified

Financial Implications

5. None arising

Equalities Implications

6. None Identified

Conclusion and Next Steps

7. To continue to collectively determine across all partners to make sure that all of our children and young people reach their full potential and that outcomes for all pupils in Central Bedfordshire are among the best in the country.

Appendices

Appendix 1 Andrew Cook, HMI letter dated 23 March 2016

Appendix 2 Director of Children's Services letter of response dated 24 March 2016.

Background Papers

None

Eastbrook
Shaftesbury Road
Cambridge _____
T 0300 123 1231
enahlesofsted.gov.uk

Direct T: 03000 131 280

23 March 2016

Appendix 1

Andrew Cook, HMI
Regional Director, East of England

Dear Sir or Madam

Concern about the quality of education and the outcomes for pupils in Central Bedfordshire schools

I am writing to express my concern about the standard of education that children are receiving in Central Bedfordshire. I am particularly concerned about:

- the low standards attained by pupils at the end of Key Stage 2
- the poor outcomes for disadvantaged pupils
- the limited impact that you as key stakeholders have in driving rapid improvement in the quality of education and standards.

Low standards

Published results for 2015 show that, despite a good start in Key Stage 1, pupils in Central Bedfordshire make weak progress in Key Stage 2 and fail to achieve well enough at the end of Year 6. In 2015, only 77% of pupils in Central Bedfordshire achieved the expected Level 4 in reading, writing and mathematics at the end of Year 6 compared with 80% of pupils nationally. Taking into account their achievement at the end of Year 2, these pupils made less progress in mathematics and reading than in any other local authority area in the East of England. Not enough has been done to ensure good outcomes for Key Stage 2 pupils.

Underachievement at Key Stage 2 is particularly stark in newly established primary schools, where only 63% of pupils achieved at least Level 4 in reading, writing and mathematics, well below even the local authority average. There is also wide variation in the Key Stage 2 outcomes achieved in mainstream maintained schools and in converter academies. At 81%, the proportion of pupils who attained at least the threshold Level 4 in reading, writing and mathematics was much higher in converter academies than in maintained schools (72%). The proportion of

disadvantaged pupils attaining the same level was also higher in converter academies (64% compared with 56%). This gap in performance indicates that the local authority has not done enough to secure good outcomes for Key Stage 2 pupils attending maintained schools.

Outcomes for disadvantaged pupils

The outcomes for disadvantaged pupils are poor. Only 55% of pupils eligible for free school meals achieve the minimum standards expected in reading, writing and mathematics at the end of Key Stage 2 compared with 81% of pupils from more affluent families. This 26 percentage point gap is much wider than the national figure of 17 percentage points and means that pupils from more disadvantaged backgrounds are poorly equipped to do well in secondary schools.

Nowhere in the East of England is this disparity more stark than in Central Bedfordshire. The attainment gaps between pupils eligible for free school meals and their classmates are not only wider at Key Stages 2 and 4 than those found nationally, but they widen as pupils move through their secondary education.

By the end of Key Stage 4, despite the fact that overall standards were above average in 2015, more than 70% of pupils eligible for free school meals failed to achieve at least five GCSEs grades A* to C, including English and mathematics. The Dunstable and Houghton Regis area has particularly high levels of social disadvantage. Over the last two years, Ofsted has received a number of letters that are highly critical of the effectiveness of the local authority in this locality. Although I understand that structural changes in the three-tier provision in and around Dunstable have inevitably disrupted provision, it is nonetheless the case that outcomes for pupils here are woefully low.

The limited impact that key stakeholders have in driving rapid improvement in the quality of education and standards

I am not convinced that either the local authority or the regional schools commissioner provides effective support and challenge for schools or focuses sufficiently on strengthening provision for the most disadvantaged pupils. Within the last three years, 105 formal warning notices have been issued by the 11 local authorities in the East of England. Central Bedfordshire local authority has issued none. This demonstrates an unwillingness to challenge school leaders and governors when standards, especially for disadvantaged pupils, are so poor.

The most recent inspection outcomes in Central Bedfordshire are not reassuring. In the autumn term of 2015, seven locally maintained schools in Central Bedfordshire were inspected. Two schools improved their overall effectiveness and one was judged to still be good, but three schools declined to inadequate and one was judged to require improvement for a second time.

This worrying pattern, when set alongside the track record of formal intervention by the local authority, indicates to me a lack of urgency or effectiveness. I acknowledge that 26% of primary schools and 72% of secondary schools in the Central Bedfordshire are academies and I expect the regional schools commissioner to be challenging multi-academy trusts and standalone academies to tackle underperformance.

Her Majesty's Chief Inspector's Annual Report for 2014/15 acknowledged that the landscape within which schools now operate has changed significantly. The greater diversity in the structure and governance of schools presents challenges, as well as opportunities. It is essential that those responsible for education provision across Central Bedfordshire work closely together to develop a coherent strategy to transform the outcomes and life chances of pupils, particularly the most disadvantaged. Regardless of school structures, improvement is dependent on effective partnership, oversight and challenge. I am determined that there should be clear accountability that facilitates effective support and challenge in the schools and academies that need this most.

I will, of course, continue to monitor the impact of any improvement through the inspections we carry out in the local authority area and will ensure that Her Majesty's Chief Inspector is kept informed about developments.

Yours sincerely

Andrew Cook HMI
Regional Director, East of England

Recipients:

Local Members of Parliament
Cabinet Member Schools Portfolio
Chief Executive, Central Bedfordshire Council
Director of Children's Services, Central Bedfordshire Council
Regional Schools Commissioner

cc. Department for Education

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Appendix 2

Andrew Cook HMI
Regional Director, East of England
Ofsted
Eastbrook
Shaftesbury Road
Cambridge CB2 8DR

Tel no: 0300 300 4498
Your ref:
Our ref: SH/ae
Date: 24 March 2016

Dear Mr Cook,

I take issue with your recent letter which misrepresents work to raise education standards in Central Bedfordshire.

I can reassure you that as Director of Children's Services I take my responsibility to champion the education and attainment of pupils and students in Central Bedfordshire extremely seriously as does the whole school community.

I should point out that Ofsted inspectors have rated 86 per cent of our schools to be good or outstanding. Many individual school inspection reports cite good support from the local authority to secure school improvement and improved outcomes.

It is disingenuous of you to imply that because we have not issued any formal warning notices we are unwilling to challenge poor standards. You are quite aware that we employ a successful school intervention strategy that is providing robust and effective challenge to schools before we get to the stage of issuing formal warning notices. During this academic year we have issued 36 letters challenging schools causing us concern.

We are agreed on the importance of partnership working and the need for everyone responsible for education provision to work together to get the best for our children and young people. This is exactly what we are doing through our Partnership Vision for Education which I have also shared with you – but our definition of partnership goes further and includes other services such as health that also impact on children's ability to learn.

We are collectively determined across all partners to make sure that all of our children and young people reach their full potential, and will not rest until outcomes for all pupils in Central Bedfordshire are among the best in the country. Having already made significant improvements in GCSE results - something that you fail to acknowledge - we are committed to making the same improvements for every key stage and for all pupils regardless of their situation.

I shall be sending a copy of this letter to all schools across Central Bedfordshire, along with your letter.

Yours sincerely,



Sue Harrison
Director of Children's Services

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Children Services Overview and Scrutiny Committee

2015/16 Budget Monitoring Q4 – April to March 2016

Revenue

Key points to note (see link to the Executive report for details):

- The 2015/16 provisional outturn is to overspend by £0.9M after £2M net use/transfer to Earmarked Reserves, a £535k reduction since Q3 forecast overspend.
- Overspends in the Operations directorate (£1.56m) include Looked After Children Placement Costs (£739k) Children in Care & Care Leavers (£520k), Fostering & Adoption (£414k), and Intake & Family Support (£222k), offset by savings in Early Intervention and Prevention (£309k) and Children with Disabilities (£81k)
- Commissioning and Partnerships (£332k), Education Services (£150k) and Education Services Grant (£190k) underspends have contributed to offset the Operation directorate overspend
- Total debt for Children's Services is £675k of which £45k is debt over 61 days.

Slide 1

Revenue

Key points to note (cont):

The main overspends can be grouped as follows:

- £595k The use of agency staff mitigating the AYSE programme, vacant posts, maternity and sickness absences across the directorate offset where possible by holding posts vacant.
- £299k Residential Care Home Payments
- £228k Secure Accommodation for young people subject to Section 25 of the Children's Act 1989.
- £225k Leaving Care for young people aged 16 and 17 who want to live more independently.
- £178k Allowances including Adoption and now Child Arrangement Orders and Special Guardianship Orders
- £168k Inter agency adoption costs
- £144k In-house Fostering
- £82k St Christopher's Contract

These have been offset by holding vacant posts, contract savings and reducing discretionary spend.

Slide 2

Revenue Position

Key points to note (cont):

The table below indicates the upward trajectory and pressure on the budget

	Total as at March 2015	Total as at March 2016	% Increase / Decrease
Number of LAC (Excluding UASC)	256	249	(2.7%)
In-House Placements	103	111	7.8%
Independent Placements	86	70	(18.6%)
Unaccompanied Asylum Seeking Children	18	36	100%
In-House Foster Placements	2	5	150%
Independent Foster Placements	4	19	375%
Semi Independent Living	12	12	n/c
Total Number of LAC	274	285	4%
Special Guardianship Orders	114	130	14%
Child Protection Plans	165	225	36%
Children in Need	1,446	1,461	1%
Number of Referrals (YTD)	2,439	2,414	(1%)

Slide 3

Revenue Provisional Outturn

	Approved Budget	Provisional Outturn	Variance after Use of Reserves
	£'000	£'000	£'000
Director CS	115	145	(1)
Programme Management	277	401	(2)
AD – CSO	22,364	23,620	820
LAC Placement Costs	9,444	10,608	739
AD – C&P	3,821	3,588	(332)
AD – Education Support Services	1,476	(98)	(150)
Partnerships	593	651	0
Sub Total	38,090	38,915	1,074
DSG Contribution to Central Support	(719)	(719)	0
ESG contribution to Central Support	(637)	(827)	(190)
Total Children Services	36,734	37,369	884
Schools Individual Budgets	86,362	85,165	0
Supported by DSG/EFA	(86,362)	(82,915)	0
Total Schools	0	2,249	0
Total Children's Services	36,734	39,618	884

Slide 4

Capital Position

Key points to note:

- The capital budget for 2015/16 is £31.6m (£3m net).
- Provisional outturn position is £29M, below the original budget by £2.6M due to the annual review of projects within the New School Places programme reducing spend by £5.2M. This is offset by additional spend on projects fully funded by grant income; LPSA & LAA (£200k), Special School provisions (£650k), School Capital Maintenance programme (£612k), and Schools Devolved Formula Capital (£1.1M).
- The Council contribution of £2.1M to the New School Places programme is not required for 2015/16.
- All but two projects, Schools Access and Temporary Accommodation are funded wholly by grant receipts and or Section 106 that have no expenditure deadline.

Capital Provisional Outturn

Scheme Title	Approved Budget	Provisional Outturn	Variance
	£'000	£'000	£'000
New School Places	28,451	23,210	(5,241)
2 year old entitlement	0	31	31
Temporary Accomodation	400	400	0
Schools Devolved Formula Capital	460	1,595	1,135
Schools Access Initiative	200	200	0
LPSA & LAA Grant payout	0	200	200
Schools Capital Maintenance	2,100	2,712	612
Special School Provision	0	650	650
Children's Services	31,611	28,998	(£2,613)

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Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

21 June 2016

Work Programme 2016 - 17& Executive Forward Plan

Advising Officer: Paula Everitt (paula.everitt@centralbedfordshire.gov.uk)

Purpose of this report

The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan. It also updates Members on recent conversations resulting in the refresh of the work programme.

RECOMMENDATIONS

The Committee is asked to:

1. Consider and approve the work programme attached, subject to any further amendments it may wish to make;
2. Consider the Executive Forward Plan; and
3. Consider whether it wishes to add any further items to the work programme and/or establish any Task Forces to assist it in reviewing specific items.

Overview and Scrutiny Work Programme

1. At previous meetings the Committee has expressed a desire to focus on its work programme so that it provides a balance of those items on which the Executive would be grateful for a steer in addition to those items that the Overview and Scrutiny Committee (OSC) wishes to proactively scrutinise.
2. The Overview and Scrutiny Co-ordination Panel has recently agreed a number of key principles relating to ways of working, these include:-
 - **Minimising duplication**
 - **Focusing on requested items**
 - **Focusing on outcomes and the 5-year plan**
3. In addition to focusing on outcomes it was agreed to restructure the agenda into three sections based on the focus of the 5-year plan. Future agendas will be separated into four sections to permit a clear focus on the priorities of the 5-year plan as follows:-
 - a. cross-cutting matters;

- b. protecting vulnerable children;
 - c. promoting children’s health; and
 - d. education and skills.
4. In light of these principles the revised work programme is attached at **Appendix A**. The Committee is requested to consider the work programme and the indicated outcomes and to amend or add to it as necessary. Also enclosed at **Appendix B** is a list of reports where other bodies are accountable for performance or the committee has little influence over a report that will be considered in public elsewhere and have been removed from the work programme.

Overview and Scrutiny Task Forces

5. In addition to consideration of the work programme, Members may also wish to consider how each item will be reviewed, i.e. by the Committee itself (over one or a number of Committee meetings) or by establishing a Member Task Force to review an item in greater depth and report back its findings.

Executive Forward Plan

6. Listed below are those items relating specifically to this Committee’s terms of reference contained in the latest version of the Executive Forward Plan. The full Executive Forward Plan can be viewed on the Council’s website at the link at the end of this report.

Item	Indicative Exec Meeting date
Commissioning of New School Places in Biggleswade for September 2017	2 August 2016
All Age Skills Strategy	11 October 2016
Non Key Decisions	Indicative Exec Meeting date
Children’s Services Transformation Programme	2 August 2016
Budget Strategy and Medium Term Financial Plan	2 August 2016
Fees & Charges 2017	11 October 2016
Schools Trading 2017/18	11 October 2016

Corporate Implications

7. The work programme of the Children’s Services Overview & Scrutiny Committee will contribute indirectly to all 5 Council priorities. Whilst there are no direct implications arising from this report the implications of proposals will be details in full in each report submitted to the Committee.

Conclusion and next Steps

8. Members are requested to consider and agree the attached work programme, subject to any further amendment/additions they may wish to make and highlight those items within it where they may wish to establish a Task Force to assist the Committee in its work. This will allow officers to plan accordingly but will not preclude further items being added during the course of the year if Members so wish and capacity exists.
9. Following the initial meeting to review the OSCs work programme it is intended to review this approach following the Overview and Scrutiny meeting in March 2016.

Appendices

Appendix A Children's Services OSC Work Programme.

Appendix B Items being considered elsewhere that may be of interest

Background Papers

Executive Forward Plan (can be viewed at any time on the Council's website) at the following link:-

<http://centralbeds.moderngov.co.uk/mgListPlans.aspx?RPId=577&RD=0>

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Appendix A

Children's Services OSC Work Programme (2016/17)

Meeting date	Report Title	Outcomes we are seeking to achieve
06 September 2016	Youth Support Services Annual Report	'To review the outcomes and scrutinise actions outlined in the Youth Support Services Annual Report that seek to support young people's progression to personal, social and economic success'
06 September 2016	Young People have the skills to be work ready	To review outcomes and scrutinise support delivered by the local authority and partners in order to ensure young people in Central Bedfordshire have the right skills to be ready for future employment'
06 September 2016	Strategy for the Provision of SEND places in Central Bedfordshire	To receive the SEND Strategy for the provision of SEND places
18 October 2016	Q1 Performance report	To receive a presentation on the relevant quarterly performance information
18 October 2016	Q1 Budget Monitoring Report	To receive a presentation on the relevant quarterly performance and budget information
28 November 2016		
23 January 2017	Performance and budget reports	To receive a presentation on the relevant quarterly performance and budget information
23 January 2017	Draft Budget, Capital and Medium Term Financial Plan 2017/18-20/21	To consider the draft Budget, updated Medium Term Financial Plan, Housing Revenue Account and Capital Programme pertaining to the Children's Services Directorate only. Information that is relevant to the other directorates will be considered in the other relevant OSC meetings. Members are requested to submit their comments, observations and recommendations in respect of the Executive's proposals with particular reference to the Children's Services Directorate proposals, to the meeting of the Executive.

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Appendix B

Report Title	Lead group	Indicative date
Independent Reviewing Officers Annual Report 2015/16	Corporate Parenting	04 July 2016
Fostering Agency Annual Report 2015/16		
Adoption Agency Annual Report 2015/16		
CiCC Presentation	Corporate Parenting	05 September 2016
LAC Annual (Health) Report (BCCG)		
Children's Trust Board Annual Report 2015/16	Children's Trust Board	26 September 2016
Children and Young People's Voice Report 2015/16		
Parking Strategy	Sustainable Communities OSC	18 August 2016
Passenger Transport Strategy		

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