

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

**This meeting
may be filmed.***



**Central
Bedfordshire**

please ask for Rebecca Preen

direct line 0300 300 4193

date 10 May 2018

NOTICE OF MEETING

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Date & Time

Tuesday, 22 May 2018 10.00 a.m.

Venue at

Council Chamber, Priory House, Monks Walk, Shefford

Richard Carr
Chief Executive

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

All Members to be confirmed after Full Council (Annual Meeting)

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**

***This meeting may be filmed by the Council for live and/or subsequent broadcast online and can be viewed at**

<https://centralbedfordshire.public-i.tv/core/portal/home>.

At the start of the meeting the Chairman will confirm if all or part of the meeting will be filmed by the Council. The footage will be on the Council's website for six months. A copy of it will also be retained in accordance with the Council's data retention policy. The images and sound recording may be used for training purposes within the Council.

By entering the Chamber you are deemed to have consented to being filmed by the Council, including during any representation you might make, and to the possible use of the images and sound recordings made by the Council for webcasting and/or training purposes.

Phones and other equipment may also be used to film, audio record, tweet or blog from this meeting by an individual Council member or a member of the public. No part of the meeting room is exempt from public filming unless the meeting resolves to go into exempt session. The use of images or recordings arising from this is not under the Council's control.

AGENDA

1. **Apologies for Absence**

Apologies for absence and notification of substitute members.

2. **Minutes**

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 16 January 2018 and to note actions taken since that meeting.

3. **Members' Interests**

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

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

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

5. **Petitions**

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Part 4G 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 Part 4G of the Constitution.

7. **Call-In**

To consider any decision of the Executive referred to this Committee for review in accordance with Part 4D of the Constitution.

8. **Requested Items**

To consider any items referred to the Committee at the request of a Member in accordance with Part 4D of the Constitution.

9. **Executive Members' Updates**

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

- Families, Education and Children and
- Health

10. **Pupil Attainment Task Force Report**

To receive a report detailing recommendations for improvement following a task force investigation.

11. **Proposed change of designation of Church End Lower School from a Foundation school to a Church of England Voluntary Controlled School**

To receive a report seeking support for the application from Church End Lower School, Marston Moretaine to the Department for Education (DfE), for a change of designation from a Foundation School to a Church of England Voluntary Controlled School.

12. **Children's Health and Wellbeing Survey 2017**

To receive a report relating to the findings of the survey undertaken in Central Bedfordshire Schools.

13. **Work Programme 2018/19 & Executive Forward Plan**

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

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, 16 January 2018

PRESENT

Cllr K Ferguson (Chairman)
Cllr D Shelvey (Vice-Chairman)

Councillors:	J Chatterley Mrs D B Gurney P Hollick	Councillors:	A Ryan B Saunders S Watkins
Parental Co-optees:	Mr S Court Mrs G Deans Mrs E Rowlands		
Church of England Co-optee: Roman Catholic Co-optee:	Mr D Morton		
Apologies for Absence:	Cllrs M Liddiard B Walker Mrs D Main		
Substitutes:	Cllrs R D Berry		
Members in Attendance:	Cllrs Cllr S Dixon Mrs A L Dodwell Mrs T Stock	Executive Member for Families, Education and Children and Lead Members for Children's Services Deputy Executive Member for Families, Education and Children Deputy Executive Member for Health	
Officers in Attendance:	Mrs P Everitt Mr P Fraser Mrs S Harrison Mrs R Preen	Scrutiny Policy Adviser Head of Partnerships & Community Engagement Director of Children's Services Scrutiny Policy Adviser	

Mr V Wan

Head of School Organisation,
Admissions and Capital Planning

Public: 0

CS/17/63. **Minutes**

RESOLVED that the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 21 November 2017 be confirmed and signed by the Chairman as a correct record.

CS/17/64. **Members' Interests**

Cllr Shelvey declared an interest as a director of the Bedfordshire Schools Trust (BEST) due to the mention of Etonbury Academy within the report.

CS/17/65. **Chairman's Announcements and Communications**

The Chairman advised of a recent restructure within the Executive and that Cllr Hegley would no longer be responsible for Children's Social Care, with Cllr Dixon assuming responsibility as Executive Member for Families, Education and Children. The Chairman extended formal thanks on behalf of the Committee to Cllr Hegley for her years of service and support.

CS/17/66. **Petitions**

None.

CS/17/67. **Questions, Statements or Deputations**

None.

CS/17/68. **Call-In**

None.

CS/17/69. **Requested Items**

None.

CS/17/70. **Executive Members' Updates**

The Executive Member for Families, Education and Children advised the Committee that following the recent Executive restructure there would be a greater focus on families rather than children in isolation. It was hoped that a more holistic approach would yield positive results and appropriate intervention where required.

The Deputy Executive Member for Health advised that drug and alcohol services in Central Bedfordshire had been combined with a greater focus on

partnership working with mental health services. A report would be delivered to the Committee in due course with regards to children's mental health.

CS/17/71. **The Proposed Change of Age Range for Southcott Lower School**

The Head of School Organisation, Admissions and Capital Planning delivered a report which set out the rationale for a change to the age range at Southcott Lower school and the results of a recent consultation which broadly supported the proposals.

In light of the report Members discussed the following in summary: -

- That in the event of a school losing a 'Good' OFSTED rating part way through an expansion, school improvements would be prioritised over the expansion.
- The benefits of schools undertaking a governance scoping review.
- That nursery provision did not guarantee a child a place in any particular lower school and that parents would need to follow the usual application process.

RECOMMENDED: -

- 1. That the Committee support the Executive approval of the statutory process for the proposal to change the age range of Southcott Lower School from 4–9 years to 2-9 namely: -**
 - **Approve publication of the statutory notice**
 - **Commence formal consultation of at least four weeks**
 - **Approve that determination for the proposed change be made by the Executive Member for Families, Education and Children, if responses to the formal consultation are favourable. If responses to the formal consultation are not favourable determination to be made by the Executive. agreed as listed and encouraged that schools are looking to increase age range as it provides early years provision.**
- 2. That all schools be encouraged to increase ages ranges where appropriate in order to meet demand for early years provision.**

CS/17/72. **Proposed Change of Age Range for Southill Lower School**

The Head of School Organisation, Admissions and Capital Planning delivered a report which set out the rationale for a change to the age range at Southill Lower school and the results of a recent consultation which broadly supported the proposals.

RECOMMENDED: -

- 1. That the Committee support the Executive approval of the statutory process for the proposal to change the age range of Southill Lower School from 4–9 years to 2-9 namely:**
 - **Approve publication of the statutory notice**
 - **Commence formal consultation of at least four weeks**
 - **Approve that determination for the proposed change be made by the Executive Member for Education and Skills, if responses to the formal consultation are favourable. If responses to the formal consultation are not favourable determination to be made by the Executive.**

2. That all schools be encouraged to increase ages ranges where appropriate in order to meet demand for early years provision.

CS/17/73. **The Programme for the Expansion of Henlow Academy**

The Head of School Organisation, Admissions and Capital Planning delivered a report which provided Members with details of an action plan to mitigate historic problems with the decision making timeline and provision of information relating to the expansion at Henlow Middle School. Members were appraised of the various, but relatively restricted uses of temporary units, and the comparative costs in relation to permanent structures. The original cost estimates presented to Members at an earlier meeting had reduced considerably and the directorate were confident that the project would be delivered within the requisite timescales by working closely with all partners.

In light of the report Members discussed the following in summary: -

- That terminology regarding 'temporary' only related to the Pupil Admissions Numbers (PAN) and not classrooms or school buildings, which were permanent structures.
- That the adoption of the Local Plan in future months would stabilise development proposals and aid accurate planning in relation to the ongoing need for school places in Henlow and the surrounding area.
- That the use of temporary classrooms was not deemed in the best interests of children.
- That fluctuations in pupil numbers had partly contributed to the problems the directorate had experienced in securing school expansion at Etonbury Academy. Ensuring accuracy was key to securing sustainable future expansion.

RECOMMENDED that the Committee support the proposed mitigations identified in the report to prevent similar issues arising in the future.

(Cllr Gurney left the meeting at 10.30am)

(Cllr Ryan left the meeting at 10.47am)

CS/17/74. **Central Bedfordshire Council's Post OFSTED Inspection Action Plan**

The Director of Children's Services delivered an action plan to address areas of improvement following a recent OFSTED inspection of the service. Several recommendations had been expanded to include a wider remit, not just meeting the minimum requirements set out by the inspector. Members were advised of the need to recruit social workers who understood the holistic approach and new direction of the service, along with the need to support families in order to prevent children entering statutory services. The service had been shortlisted for a national award, the outcome of which would be determined within the coming weeks.

The Vice Chairman formally congratulated the directorate for the positive outcome of the OFSTED inspection, with the service categorised as 'Good' by the inspector.

In light of the report Members discussed the following in summary: -

- That the action plan appeared thorough and timescales for delivery were reassuring.
- That, although no child in the care of the local authority had presented as homeless, several older adults who had been through the social care system in the past had experienced periods of homelessness.
- Clarity around the advice provided to 16-17 year olds in relation to their statutory rights to independent living, with a supported housing scheme the preferred option which Members of the Committee endorsed.
- That a new recording system would support a collaborative and joined up approach between local authority departments, which included housing options.

RECOMMENDED: -

- 1. That the Director and Executive Member express the Committee's view to OFSTED that outdated legislative data in relation to the age whereby young people were supported into independent living be revisited at a national level.**
- 2. That the action plan and progress report be delivered to the Committee on a bi-annual basis.**

CS/17/75. **Work Programme 2017/18 & Executive Forward Plan**

That the Committee Work Programme be agreed subject to the following amendments: -

- **Children's Mental Health – May 2018**
- **The School Organisational Plan – May 2018**
- **The First 1000 Days of a Child's Life (part of the Children and Young People's Development Plan) – May 2018**
- **That the Regional Schools Commissioner be invited to a future meeting in order to better understand how academies were held to account for poor performance – Date TBC**

(Cllr Gurney returned to the meeting at 10.50am)

(Note: The meeting commenced at 10.01 a.m. and concluded at 10.56 a.m.)

Chairman

Dated

This page is intentionally left blank

Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee Tuesday 22 May 2018

Task Force Enquiry, Pupil Attainment in Central Bedfordshire

Report of Cllr Tom Nicols (Enquiry Chairman)

Advising Officers: Rebecca Preen, Scrutiny Policy Adviser
(rebecca.preen@centralbedfordshire.gov.uk), Leo Jones, AD Education
(leo.jones@centralbedfordshire.gov.uk)

Purpose of this report

To provide Members with the outcomes of the scrutiny enquiry into pupil attainment in Central Bedfordshire

RECOMMENDATIONS

That the Committee receive the report of the enquiry at Appendix 1 and agree the recommendations for referral to Executive.

Background

1. At their meeting on 11 July 2017 the Children's Services Overview and Scrutiny Committee (CSOSC) requested a review of pupil attainment within Central Bedfordshire in light of concerns raised by Members. The purpose of the enquiry was to determine the best possible solutions and support with regards to improving pupil attainment across the region and improve the long term life chances of children and young people within Central Bedfordshire.
2. Members of the enquiry gathered evidence from a range of sources including officers from the Council's Children's Services directorate, Governor Training, Planning, Partnerships and Performance and Data Management. Evidence was also received from other Members, schools, head teachers and Governors, with national data and best practice processes and procedures researched in order to support the enquiry findings.
3. Members initially agreed that the scope of the enquiry be broken down into 4 separate elements, each of which would be investigated in turn, acknowledging the cross cutting nature on occasion. These were:-
 - Minimising the impact of deprivation on children, specifically speech and language difficulties and the use/management of the pupil premium.

- The recruitment and retention of good quality teaching staff.
 - Governor training.
 - The educational journey of the child in Central Bedfordshire.
4. The Enquiry Team is satisfied it has carried out a thorough investigation and calls for the Executive to accept this report as its final piece of work in their area.

Council Priorities

5. The recommendations of the enquiry are aimed to support the Council's approach to improving education and skills.

Corporate Implications

Legal Implications

6. All recommendations have been checked and are lawful. There are no immediate legal implications arising from this report.

Financial Implications

7. There are no financial implications directly as a result of this report, but a number of the recommendations would give rise to financial implications if approved at the appropriate Committee at a future point following more detailed proposals.

Equalities Implications

8. 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. This includes identifying opportunities to encourage people with protected characteristics to participate in public life or in other activities where their participation is low.
9. In considering ways of minimising the impact of deprivation on children, specifically speech and language difficulties and the use/management of the pupil premium, issues relating to factors such as gender, ethnicity, special educational needs and disability have been taken into account and are summarised in the enquiry report.

Conclusion and next Steps

10. The Committee is asked to consider and support the recommendations so that they may be referred to the Executive to consider.

11. If the recommendations are supported, it is suggested that the Committee requests an update from the Executive on the implementation of the recommendations within 6 months of their consideration.

Appendices

12. Appendix 1 – Outcomes of the Scrutiny Enquiry of Pupil Attainment Report

Background Papers

1. <http://www.headteacher-update.com/best-practice-article/pupil-premium-a-gap-thats-proving-hard-to-shift/149691/>
2. <https://publications.parliament.uk/pa/cm201516/cmselect/cmpublic/327/32705.htm>
3. <https://www.suttontrust.com/research-paper/class-differences-ethnicity-and-disadvantage/>
4. <http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/white-working-class-underachievement/>
5. <https://epi.org.uk/report/closing-the-gap/>
6. <http://www.schoolreaders.org/>
7. www.FlurishEd.co.uk
8. <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2017-to-2018>
<https://www.teachers.org.uk/edufacts/teacher-recruitment-and-retention>
9. <https://www.gov.uk/government/publications/newly-qualified-teachers-nqts-annual-survey-2016>
10. https://www.luton.gov.uk/Education_and_learning/Teaching/TeachersPack/Benefits%20for%20teachers%20in%20Luton/Pages/Key%20worker%20housing.aspx
11. <https://www.islington.gov.uk/housing/finding-a-home/housing-options-for-key-workers>
12. <http://www.sec-ed.co.uk/best-practice/case-study-recruitment-retention-and-cpd/>
13. <http://www.sec-ed.co.uk/best-practice/case-study-recruitment-retention-and-cpd/>
14. <http://centralbeds.moderngov.co.uk/ieListDocuments.aspx?CIId=650&MIId=5602&Ver=4>
15. <https://www.gov.uk/government/publications/improving-governance>

This page is intentionally left blank



Outcomes of the scrutiny enquiry of Pupil Attainment (2018)



Background

At their meeting on 11 July 2017 the Children's Services Overview and Scrutiny Committee (CSOSC) requested a review of pupil attainment within Central Bedfordshire in light of concerns raised by Members. The purpose of the enquiry was to determine the best possible solutions and support with regards to improving pupil attainment across the region and improve the long term life chances of children and young people within Central Bedfordshire.

The enquiry involved Cllrs T Nicols (Chairman), T Swain (Vice Chairman), B Saunders, J Chatterley and Parental Co-optee G Deans and throughout the course of the review gathered evidence from a range of sources including officers in the Council's Children's Services directorate, Governor Training, Planning, Partnerships and Performance and Data Management. Evidence was also received from other Members, schools, head teachers and Governors, with national data and best practice processes and procedures researched in order to support the enquiry findings.

Central Bedfordshire has a very mixed economy by way of school structure with a range of local authority maintained schools, academies, lower, middle and upper schools, along with primary and secondary schools. Members were cognizant of the challenge this presented, but from the outset of the enquiry were keen to understand how the relationship between the local authority and all schools could be strengthened.

Members initially agreed that the scope of the enquiry be broken down into 4 separate elements, each of which would be investigated in turn, acknowledging the cross cutting nature on occasion. These were:-

- Minimising the impact of deprivation on children, specifically speech and language difficulties and the use/management of the pupil premium.
- The recruitment and retention of good quality teaching staff.
- Governor training.
- The educational journey of the child in Central Bedfordshire. As the enquiry commenced Members were advised that a wider piece of work was being undertaken by the Council, supported by consultants Openbox and so the panel agreed to allow this come to its conclusion and instead focus on the other 3 areas of scope in order to minimise any duplication. Members agreed that they would support whichever mechanism the Executive adopted in order to address the future landscape of education within Central Bedfordshire, stressing the importance of ensuring schools were fully supported in any transition they chose to implement.

The table below highlights the performance of Central Bedfordshire schools over the past 3 academic years. Although there are several schools within the region performing at or above the national average, overall Central Bedfordshire has remained in the third quartile nationally at Key Stage 4.

(Table one) Key stage 4 - Average achievement of pupils in GCSE (or Equivalent) qualifications

2015 (5 A*-C including E&M)	2016 (Attainment 8 Score)	2017 (Attainment 8 Score)
58.3% - 2 nd Quartile	49.3- 3 rd Quartile	45.5- 3 rd Quartile
Stat Neighbour rank: 8/11	Stat Neighbour rank: 10/11	Stat Neighbour rank: 10/11
National Rank: 57/151	National Rank: 90/151	National Rank: 88/151

The disparity between Key Stage 1 and Key stage 2 results was an element Members were keen to understand, particularly given the desire to close the attainment gap in disadvantaged pupils. In 2016, only 29% of disadvantaged children achieved the expected standard in KS2 compared to 57% of other children across Central Bedfordshire. Gaps between pupils registered for free school meals (FSM) – a proxy for social deprivation – and other pupils are wide at every stage of education and by the end of Key Stage 4, FSM pupils underperform by 1.5 grades relative to other pupils in every subject they take at GCSE.

In addition, Central Bedfordshire schools have historically received good or outstanding OFSTED ratings due to robust teaching methods and pupil progress which conflicts with the attainment outcomes at Key Stages 2 and 4, so this was another element Members of the panel were keen to explore.

A number of Head Teachers contributing to the enquiry findings stated that the current structure of schools within Central Bedfordshire brought some unique advantages but also some challenges in relation to pupil progress and Key Stage results due to individual schools unable to take full responsibility for the educational journey of the child. There were also challenges in keeping up with myriad changes to exam structures and assessment procedures, particularly in recent years and so Members acknowledged the difficulty in making a robust assessment of the performance of any Local Authority. However it was recognised that many areas nationally faced the same challenges as Central Bedfordshire but still performed at or well above the national average so Members were keen to understand why this was not the case locally and the possibility of structure affecting overall performance.

In its most recent report ‘State of the Nation 2016: Social Mobility in Great Britain’, the Social Mobility Commission stated:-

‘...Meanwhile, ten local authorities now account for one in five of the country’s children who are in failing schools: Blackpool, Knowsley, Northumberland, Doncaster, Reading, Stoke-on-Trent, Oldham, Bradford, Telford and Wrekin and Central Bedfordshire. A new approach is needed in those parts of the country where educational disadvantage is most concentrated, building on the recent Government decision to create Opportunity Areas.’

It became clear to the panel throughout the course of the enquiry that concerns which had been expressed over a number of years merited further exploration. It was also

apparent that there was no one solution to improving the educational outcomes of children in Central Bedfordshire, instead a range of measures, in partnership with schools, parents, healthcare and other professionals, charity and volunteer groups and learning from national best practice would provide short, medium and long term measures to increase attainment for pupils within our region.

Minimising the impact of deprivation on children, specifically speech and language difficulties and the use/management of the pupil premium - National context

Following the introduction of the Pupil Premium (PP) in 2011, nationally the gap between pupils on free school meals and other pupils reaching the expected standard had been closing at Key Stage 1. Recent data¹ released in 2016 suggested that the gap had widened again to 18% in maths.

The increase in difficulty of the key stage tests has been cited as a cause for a decrease in overall results. However, that this difficulty should have disproportionately affected disadvantaged children is a worrying trend.

National Audit Office (NAO)² data suggests that 47% of schools were using the Pupil Premium to support pupils with Special Educational Needs (SEN), including those with speech and language difficulties. The NAO suggests that the Pupil Premium is replacing, rather than supplementing funding for Special Education Needs (SEN). Up to 77% of schools were using some of the Pupil Premium funding for activities which supported all pupils rather than just those who were disadvantaged, including the employment of extra teaching assistants which is recognised as a costly option, only effective when resource is used appropriately.

It is not the case that all disadvantaged pupils fall behind their advantaged peers, with poverty having a varying effect on different communities. According to the Sutton Trust's research³ Chinese, Bangladeshi and African pupils' GCSE results have improved by 20 percentage points since 2006, despite English as a second language to many of those pupils. For pupils with a Chinese background there is only a three percentage point difference between the GCSE results of disadvantaged and advantaged pupils. This contrasts starkly with that for white working-class⁴ pupils whose score is the lowest of all

¹ <http://www.headteacher-update.com/best-practice-article/pupil-premium-a-gap-thats-proving-hard-to-shift/149691/>

² <https://publications.parliament.uk/pa/cm201516/cmselect/cmpubacc/327/32705.htm>

³ <https://www.suttontrust.com/research-paper/class-differences-ethnicity-and-disadvantage/>

⁴ *The Government has expressed difficulty in defining 'working class' and has agreed that those in receipt of free school meals broadly meet the definition when assessing attainment within different ethnic groups*

ethnic groups along with Gypsy and Traveller pupils. Nationally only a quarter of White working class boys and a third of White working class girls achieved five good GCSE's.

In 2017 the Education Policy Institute⁵ highlighted within its report 'Closing the Gap' that overall, disadvantaged pupils were the equivalent of 18.9 months behind their non-disadvantaged peers by the end of Key Stage 4, however in Central Bedfordshire pupils were on average 22 months behind their non-disadvantaged peers by the end of KS4.

Best Practice

The 2016 National Pupil Premium Awards saw a range of schools from across the country recognised for their work in closing the gap for disadvantaged pupils, outlining a range of initiatives to ensure the most effective use of the funding. These included raising the profile of reading, the effective tracking of disadvantaged pupils, provision of targeted support in all key stages, employment of specialist teachers within the curriculum, Mathematics and the use of other online assessment tools and employing speech and language therapists via charity funding.

The winning finalist highlighted the focus on the emotional and psychological welfare of their children in addition to their educational provision, employing a family support worker to help support parents, carers and families, engaging them in "family learning" sessions where the children and parents completed courses together such as phonics, story-telling, cookery, art, healthy eating, improving sleeping routines for children and card-making. Emotional and psychological needs were also met through specialist counsellors, play therapists and learning mentors with counselling, behavioural and emotional support also offered to parents and carers.

As a result of the approach two disadvantaged pupils from the school received targeted support and subsequently passed their 11-plus in 2015 resulting in their acceptance into grammar school. In comparison during the previous year no children from a disadvantaged background had passed the exam.

Transforming the aspirations of children and their families was cited by the award winning school as the biggest driver to academic success, with the effective use of the Pupil Premium supporting this outcome.

Findings of the enquiry

The Local Picture

The enquiry heard evidence from Central Bedfordshire Head Teachers which echoed the national challenges in relation to a lack of parental engagement with schools, school

<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/inquiries/parliament-2010/white-working-class-underachievement/>

⁵ <https://epi.org.uk/report/closing-the-gap/>

readiness, the impact of exclusions, low aspiration, the lack of funding for those with English as a second language, the increasing impact of psychological and mental health needs in pupils and the need to promote reading outside of school.

Head teachers advised that difficulties in language barriers were rising within secondary age pupils due to recent influxes from Eastern European (EEA) countries, but unlike many of their British peers, EEA families were often very aspirational, with pupils achieving well above average once the language barrier had been overcome.

Particular schools experienced pressures due to the lack of funding received for many Gypsy and Traveller children due to an absence of the relevant parental paperwork and documentation. The absence of this documentation meant that they appeared not to be eligible for additional funding despite meeting the necessary criteria. Council officers continue to work proactively with all schools to ensure funding is applied for and used appropriately for every cohort and notwithstanding the impact on those schools experiencing difficulties, it was recognised that these particular challenges were generally isolated to certain schools and it was not a widespread issue across the region.

Latest national Census data indicated that the highest proportion of residents identifying as Gypsy and Irish Traveller were located in the South East of the UK with Basildon, Maidstone, Swale, Fenland and Ashford each having 0.5 percent of their population identifying with this ethnic group. Central Bedfordshire is a unitary authority serving a population of around 274,000 with Gypsies and Travellers accounting for 0.2% of the Central Bedfordshire population (478 people) which is slightly higher than the England and Wales average of 0.1% and Central Bedfordshire's regional neighbours Hertfordshire, Bedford and Luton also at or below 0.1%. School cluster data indicates that there are 302 pupils within Central Bedfordshire identifying with this ethnic group which equates to 1.08% of the overall pupil cohort. The highest proportion of these pupils are located within the Dunstable cluster of schools (1.94% of all pupils within that cluster), LC2 – Leighton, Linslade, Woburn and Woburn Sands (1.18%) and SB – Sandy, Biggleswade (1.17%). Members were keen that in addition to the pupil premium, local schools access other national funding available to them including the Vulnerable Children Grant and The Children's Fund which are both particularly useful in providing innovative support to those Gypsy and Traveller children and families who are at risk of educational and social exclusion. Due to the challenges facing some local schools Members expressed the importance that the new school improvement team proactively ensure targeted support in securing the funding available for those schools experiencing difficulties in this regard.

The Council continues to enforce attendance through national measures available to them, including the robust sanctioning of those parents whose children regularly miss school. With a clear correlation between school attendance and attainment, as demonstrated in the table below and with evidence suggesting that disadvantaged children were more likely to be absent from school than their non-disadvantaged peers, **Members recommended that the school improvement team encourage schools to regularly publicise school attendance data to parents at half termly intervals in order that the impact of poor attendance be understood and that all schools within their respective clusters be encouraged to apply a consistent and robust approach regarding school attendance.** In addition **that any**

sanctions in relation to school attendance levied via the Council be reported via quarterly performance monitoring reports.

(Table two) School attendance – summary findings:-

2014 Key Stage 4 results by Attendance Bands		
Pupils attendance record:	5+ A*-C inc. English & mathematics	5+ A*-C Grades
100% Attendance Record	78.0	87.8
95% or more Attendance Record	70.4	80.1
90% or more Attendance Record	51.7	62.9
85% or more Attendance Record	37.8	45.7
less than 85% Attendance Record	19.2	23.5
<i>Unmatched</i>	3.3	6.6
Central Bedfordshire Total (of pupil attainment overall)	57.1	66.3

(Table three) School attendance – summary findings:-

2016 Key Stage 4 by Autumn 15/Spring 16 Attendance		
Pupils attendance record:	Number in Cohort	Average of Attainment 8 score per pupil
100% Attendance Record	313	56.3
95% or more Attendance Record	1367	53.2
90% or more Attendance Record	526	47.9
85% or more Attendance Record	160	41.3

less than 85% Attendance Record	156	30.8
<i>Unmatched</i>	74	12.8
Central Bedfordshire Total (of pupil attainment overall)	2596	49.3

(Table three) Penalty Notices for irregular school attendance

Academic Year	Number of referring Schools	Penalty Notices Issued for Unauthorised Holidays	Penalty Notices issued for general unauthorised absence
Academic Year 15/16	63	456	348
Academic Year 16/17	65	815	428
Academic Year 17/18 (to date)	73	571	282

Schools and Academies may request that Local Authorities issue Penalty Notices on their behalf in cases of Unauthorised Absence in line with their school Attendance Policy. The only person who can decide to authorise an absence from school is the Headteacher or someone they designate to do so. Parents can supply evidence to support the Headteacher in making this decision such as an appointment card, hospital letter etc. Not all schools choose to issue Penalty Notices as part of their school attendance policy.

(Table four) Legal Action

Academic Year	Prosecution Cases Initiated Re Non School Attendance by Access and Inclusion Services
Academic 15/16	185
Academic 16/17	224
Academic 17/18 (to date)	142

The above are cases which occur where either parent have chosen not to pay a penalty notice for the following reasons

- Casework by an School Attendance Officer (SAO) has been unsuccessful or
- The child does not appear to be being educated and parents have failed to comply with a School Attendance Order.

The enquiry panel discussed the various mechanisms whereby school readiness could be strengthened in order to minimise the attainment gap in disadvantaged children. Head Teachers expressed the view that where schools were within an effective pyramid structure, incorporating schools from a range of lower, primary, middle, upper and secondary schools, therefore offering 0-19 education provision within a single model, there was a clear and traceable pathway, with all schools taking joint responsibility for the educational journey of the child. In addition, those schools which had taken the decision to widen their early years provision, it had aided school readiness and the speech and language development of very young children, reducing the need for additional and costly intervention at a later date. Notwithstanding the ongoing work of the Health and Wellbeing Board in relation to school readiness and a review of children's centres in Central Bedfordshire, **Members recommended that all schools be supported to strengthen their pyramid structures in order to enable the seamless transition of pupils through the different stages of education, also ensuring clear accountability in relation to pupil progress and attainment.** In addition **that schools be supported where possible to increase their age range to include 2 year olds and early years provision, taking into account any financial implications and capital investment requirements, particularly with regards to new school builds.**

National and local evidence supported the need to promote reading outside of school as many children only had the opportunity within the classroom. Head teachers advised that these children often fell significantly behind their peers who regularly read and were read to outside of school, widening the attainment gap further. Members were advised that many schools within the region had additional funding to support reading outside of school but did not have the resource or staff capacity to deliver extra sessions during the school holidays. It was recognised that much more could be done to actively market and enhance the existing offer available to schools and as a result **Members recommended that schools be supported by the Council to engage with charity and volunteer groups⁶ in order to promote reading challenges and activities during the school holidays, effectively utilising social media and online platforms in partnership with schools to support the promotion of these events.**

During the course of the enquiry Members were appraised of the online Maths App Flurrish⁷ which had been used with great effect at one local school, enabling a 100% pass rate at Key Stage 2. Keen that this was a demonstration of best practice as recognised nationally, **Members recommended that all schools within the region be supported to roll out and promote the use of appropriate online tools and apps in order to support higher pupil attainment in Maths.**

Members were appraised of the mechanism whereby those children requiring a Statement of Special Educational Need (SEN) were assessed. It was the responsibility of schools to complete the requisite paperwork in order for an assessment to be undertaken, but in the interim many children were often presenting with violent and disruptive behaviour towards staff and other children, which for some led to temporary

⁶ *schoolreaders.org* being a national organisation accessible to all schools <http://www.schoolreaders.org/>

⁷ www.FlurrishEd.co.uk.

and permanent exclusions. In order to minimise any delays in the assessment process ***Members recommended that special educational needs coordinators (SENCO's) be further supported in their role to work proactively with schools in order that the necessity of completing the relevant paperwork at the earliest opportunity be understood, reducing the need to exclude pupils and that progress and improvements be scrutinised via quarterly performance monitoring reports.***

It was also the view of many Head Teachers that some, particularly very young children, often presented with challenging behaviour due to a lack of school readiness and behavioural boundaries outside of school. An emergence in recent years of exclusions in very young children had increased at an alarming rate and so in order to combat this several pilot initiatives had been introduced. Some schools had identified a safe and quiet space on the school site in order to support those children presenting with challenging behaviour and in many instances this had resulted in minimising disruption in the classroom, allowing pupils to remain on school premises, in education and preventing permanent exclusions. The impact on staff resourcing was high due to a lack of additional funding to support this approach but all Head Teachers involved in the enquiry agreed that the outcomes were worth the additional effort. Members considered whether it would be possible to include this element at the design stage of any new school development, however it became clear that any additional building works would need to be sourced out of developer contributions and could potentially impact the levels of funding available for education. As a result ***Members recommended that schools be encouraged to identify a range of interventions in relation to minimising exclusions in very young children, including where possible an appropriate annex or building in order to provide a safe and quiet area on school premises, taking into account any impact on funding for education.*** In addition ***that schools be encouraged to replicate recognised national best practice and utilise the Pupil Premium to employ family support workers or pastoral staff in order to support those children identified as requiring additional intervention.*** With the effective use of the Pupil Premium, the wider school's budget would not be affected by employing extra staff.

Given the reported lack of aspiration in some areas, poor parental engagement with schools and a lack of school readiness in some children which many professionals felt had a detrimental impact on early years progress and pupil attainment, Members, Head Teachers and Officers felt that a wider piece of work was required which would benefit from a focus from a social care, children's health and early years perspective and currently outside of the scope of this task force. With the timely delivery in 2018 of The First 1001 Days of a Child's Life to the Children's Services Overview and Scrutiny Committee (CS OSC), as part of the wider Children and Young People's Development Plan, Members were keen that the Committee seek information from Executive Members on those areas specified and that ongoing measures be monitored in order to address these challenges. Head Teachers contributing to the enquiry also stated that a closer working relationship between schools and children's centres would be beneficial in supporting improved parental engagement and school readiness and so Members of the task force were supportive that the CS OSC include this element as part of their scrutiny of this area of work.

The Recruitment and Retention of teachers - National context

The national challenges in teacher recruitment and retention are widely acknowledged, with excessive workload and pay disputes cited as driving away teachers and deterring new recruits according to the National Union of Teachers (NUT). Initial Teacher Training (ITT) figures⁸ for 2016/17 show a decrease in the overall number of recruits compared with 2015/16, with only 93% of places being filled.

In 2016/17, the only subjects where the recruitment target was met were biology, geography, history and PE. All other secondary subjects were under-recruited, with the greatest problem areas in Maths, science and English.

Large numbers of pupils are being taught by teachers who do not have a relevant qualification in the subject and in November 2016 there were 1400 more teachers in service without qualified teacher status than there had been the year before. DfE figures⁹ show that in the 12 months to November 2016 over 50,000 qualified teachers in England left the state sector and the Government confirmed that nearly a third of teachers who joined the profession in 2010 had left teaching within five years.

Best Practice

Nationally it is agreed that there are several elements which can enhance the recruitment and retention of teachers, with no one aspect providing a single solution. Members were keen to understand whether areas of best practice could be implemented locally and these included continuous professional development and support for teaching staff, the local teacher training provision, along with key worker housing, acknowledging that teachers were not the only professionals who would benefit from this support.

The enquiry heard evidence of Luton's offer to teachers, which included information publicised on their website regarding how to access affordable housing and information guidance on the government's HomeBuy Direct (mortgage) Scheme which directly benefits key workers¹⁰. A key worker housing scheme offered by Islington Borough Council¹¹ whereby 15 one bedroom flats were available every year for Newly Qualified Teachers (NQT's) working in the immediate area had increased teacher recruitment and

⁸ <https://www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2017-to-2018>
<https://www.teachers.org.uk/edufacts/teacher-recruitment-and-retention>

⁹ <https://www.gov.uk/government/publications/newly-qualified-teachers-nqts-annual-survey-2016>

¹⁰

https://www.luton.gov.uk/Education_and_learning/Teaching/TeachersPack/Benefits%20for%20teachers%20in%20Luton/Pages/Key%20worker%20housing.aspx <https://jobs.luton.gov.uk/nqt/>

¹¹ <https://www.islington.gov.uk/housing/finding-a-home/housing-options-for-key-workers>

retention and Members were keen to explore how both of these offers could be replicated in Central Bedfordshire.

A case study carried out at Neale-Wade Academy in Cambridgeshire¹² highlighted continuous professional development (CPD) as a vital and effective method for recruiting and retaining good quality teachers, with the school's CPD procedures leading to significant appointments and rapid career progression. Additional measures included positive relationship building, ensuring clear outcomes, succession planning and identifying strong future leaders.

The Local Picture

Forty five schools responded to a teacher recruitment survey carried out by Central Bedfordshire Council in 2017 and were from a range of Head Teachers from lower, primary, middle, secondary and upper schools. A summary of responses indicated that 78% of respondents had experienced difficulty in recruiting good quality teaching staff during the past three years and that during that same period 48% asserted that the quality of recruited appointees had deteriorated.

During the academic year 2015-16 46% of respondents did not manage to recruit to a particular specialism with the primary challenges in English, Maths and Science and although in 2016-17 this had improved to 36%, the challenges remained in the same subjects.

Whilst it became clear that each school had its individual challenges to consider due to location, cohort and structure, each Head Teacher who contributed to the enquiry agreed that teacher recruitment and retention was influenced by the national challenges affecting the profession, along with local issues. This included good quality and qualified teaching staff, the need for continuous professional development, the offer to attract teachers into the area and a lack of information and support via the Council's website, outdated and cost prohibitive methods of advertising teaching posts, the lack of general 'profile' of Central Bedfordshire both online and in the wider public domain and the overall school structure within the region. Head teachers stated that many Newly Qualified Teachers (NQT's) chose to apply for schools in Luton, Hertfordshire and the surrounding area despite having completed their training in Central Bedfordshire.

In 2010, Central Bedfordshire Council, noting the level of subsidy for services, made a decision to reduce the level of traded services offered to schools, delivering instead only those statutory functions required of the local authority and staffed those services accordingly. This resulted in many areas, including HR and payroll, being contracted separately by each individual school or group of schools to commercial providers or via neighbouring authorities. Members of the task force were keen that this decision be revisited in order to enhance the relationship and partnership working with schools in the region but were cognizant of the cost implications and resource requirements needed in order to market the Central Bedfordshire brand and work with schools to

¹² <http://www.sec-ed.co.uk/best-practice/case-study-recruitment-retention-and-cpd/>

transition them back to the Council if that was their preference. It would require a substantial investment in time and staff resource along with work to ensure the cost modelling of traded services was accurate to prevent the historic situation of significant subsidy. As part of the ongoing SAP optimisation programme, HR services are currently upgrading their existing payroll system. Offering HR services including payroll to schools at the present time would lead to a notable increase in development costs as the existing payroll system would require technical development given that the contract retendering process for an implementation partner for the upgrade was focused only on those existing staff on payroll and not the wider schools staffing pool within Central Bedfordshire. Any addition of staff would result in a change to the tendering scope as it would be outside of the agreed parameters and would lead to additional programme costs for the development of the new systems and its implementation. Members were advised that any consideration to bring HR and payroll services to schools back within the remit of Central Bedfordshire Council be revisited after April 2019 when the current exercise came to its conclusion and when a more thorough options assessment could be explored. As a result **Members recommended that the Executive include a review of traded services to schools and academies within their work programme during 2019/20 in order to specifically assess the implications of re-introducing HR and payroll services to schools.**

The Children's Services directorate are currently expanding resources in the school improvement team which had been reduced in previous years. It is envisaged that the introduction of three school improvement advisers and a Head of Service will support improvements and enhance the Council's relationship with all schools. It became apparent during the course of the enquiry when reviewing comparative data that the school improvement team had been under capacity since the inception of Central Bedfordshire Council, with surrounding authorities continuing to benefit from a full quota of staff. Head Teachers contributing to the enquiry highlighted the definitive change in support services offered to them at the time of the reported changes to staffing levels within the school improvement team and expressed the view that it had resulted in a deterioration in the relationship between the Local Authority and schools. They welcomed any increase in support services in the near future and felt that it would enhance and rebuild partnership working between the Council and schools.

The current budget allows for the extra school improvement provision for a period of two years, after which a review of the service will be undertaken. Members were clear in their assessment that they would not support a future reduction in the school improvement team as it was deemed a necessary and critical resource in the support of schools and improved educational outcomes. Two years was not considered by Members a sufficient period of time to realise significant change and instead they asserted that a longer term model for a period of up to five years would be more appropriate. As a result **Members recommended that through the Medium Term Financial Planning process, the Executive support the retention of the current school improvement capacity for five years instead of two, only reducing it after that period with a clear business case setting out an evidenced rationale behind any such decision.**

All those Head Teachers who contributed to the enquiry supported the ethos of mentoring and developing staff but it became clear that methods were inconsistent across the region, with some schools supporting staff development much better than

others. It was also clear that support was required in order to ensure schools evaluated the training requirements and use of their teaching assistants, particularly for pupils requiring additional support. **Members recommended that the new school improvement team work proactively with clusters to evaluate the skills, use and impact of Teaching Assistants and mirroring recognised best practice in the continuous professional development of all teaching staff¹³ which would support recruitment and retention.**

In relation to Central Bedfordshire's reported lack of 'profile' within the immediate and surrounding area, Head Teachers stated that it was difficult to attract teachers who knew nothing about the region and what it had to offer. Although some schools were proactive in attracting new recruits, it was acknowledged that traditional and often cost prohibitive methods of advertising such as via newspapers were no longer effective. Recently a neighbouring local authority had embarked on a teacher recruitment drive by hosting a recruitment fair, the outcomes of which had yielded some quality candidates, many of whom had subsequently secured teaching positions within that region. Members were keen to replicate this but were aware of the complexities around the extent to which the local authority could host such events given that unlike many other local authorities the responsibility for recruiting teachers within Central Bedfordshire fell solely under the remit of schools, with HR and the wider support of schools and teachers historically outsourced to other local authorities and private contractors. However it was acknowledged that close partnership working and the support of recruitment events was necessary, as was a full rebranding of Central Bedfordshire in relation to the recruitment of teachers and so **Members recommended that the school improvement team work closely with all schools to actively participate in recruitment events and that the promotion of such events be publicised via the council's website, social media outlets and in partnership with schools.** Members felt that this approach would strengthen the promotion of the Central Bedfordshire brand and profile, recognising that the broader marketing of the Council would benefit other areas of the organisation.

Research also highlighted that presently there was no information, guidance and support for teachers or other key workers available via the Local Authority in relation to those housing and mortgage schemes available to them, nor any information regarding the schools in the region. Head Teachers unanimously agreed that far more was required in relation to the support packages available to teachers and that any provision with regards to housing options would have a positive effect in the recruitment package available to teachers, also highlighting the benefits of working in Central Bedfordshire schools, with 89% of them rated as Good or Outstanding by Ofsted. The rural location of much of Central Bedfordshire would be an attraction to many professionals and again this was something which Members and outside contributors agreed required 'selling' via the website and other channels, in collaboration with schools. As a result **Members recommended that those national mortgage and housing schemes available to teachers be publicised via the Council's website at the earliest opportunity, mirroring and expanding upon the information provided by other local authorities in order to support the vision that Central Bedfordshire was a 'Great Place' by highlighting the**

¹³ <http://www.sec-ed.co.uk/best-practice/case-study-recruitment-retention-and-cpd/>

excellent schools within the region and the attractive location. This recommendation would provide a cost neutral support platform to encourage more teachers to work within Central Bedfordshire schools and could be implemented with immediate effect.

Officers from the Council's Planning department confirmed that there were no direct key worker houses available within Central Bedfordshire and that any such initiative would include those wider professions defined under the title of 'key worker'. Members acknowledged that whilst many upper or secondary school teachers may not necessarily wish to live within the immediate catchment area of their school, any offer of affordable housing would be welcome. Head Teachers expressed the view that teachers of lower and primary school children would be more inclined to welcome the addition of housing in the immediate vicinity of the school and Members were keen to understand whether modular housing could be provided at the design stage of any new school build and in identified areas of growth. Officers from the Council's school planning team confirmed that in order to propose key worker housing on school sites it would require the Executive to agree for Education to secure over and above current BB103 land requirements. A challenge may be presented from developers in terms of financial viability, but if the school site was able to meet the Section 106 requirements for social/key worker housing then it may appear more attractive. It was anticipated that any safeguarding issues could be easily overcome.

The Education Act 2011 changed the arrangements for establishing new schools and introduced section 6A (the free school presumption) to the Education and Inspections Act 2006. Where a local authority thinks there is a need for a new school in its area it must seek proposals to establish an academy (free school). Section 6A came into effect on the 1 February 2012 for new schools other than pupil referral units and on the 1 September 2012 for new pupil referral units. Any on site housing leased to an academy would be the same way as for maintained schools (125 years) provided it was within the red delineation of the site and once the academy used the accommodation legally they would be entitled to it for the entire lease period. In order to prevent a change of use, a clause in the lease could be introduced that no alternative use would be considered unless specifically made in writing.

The Government provides a list of identified key workers which local authorities can use as a guide in order to support those living and working within their areas. It is not a prescriptive list and Councils have autonomy in selecting those they feel require housing support under the title of key worker and prioritising those professions where there is an identified need for recruitment. Members of the task force were keen that an agreement be reached with regards to a local list of key workers at the earliest opportunity, using research to indicate the highest areas of need. Given that educational attainment was so low within Central Bedfordshire the task force findings could evidence that the Council was not meeting its Five Year Priority of improving education and skills, so in order to strengthen the offer to teachers and attract the best quality staff, Members expressed the view that teachers should be placed on the key worker list as a matter of priority. As a result ***Members recommended that the Executive agree a definitive key worker list as a matter of urgency, prioritising those professions which evidence suggested required the most support in relation meeting the priorities within the Five Year Plan.*** In addition and recognising that housing is a key issue within Central Bedfordshire, ***Members recommended that due to the timely delivery of the Local Plan, the Executive explore***

ways in which affordable and designated key worker housing could be delivered within the Housing Strategy.

In relation to a wider approach to key worker housing Members were advised that in order for any such approach to be of minimal risk to the Council it would need to be cost neutral in the long term. The Council could borrow to finance key worker housing at low interest rates with the capital and interest covered fully by rental payments. Land would ideally need to be within the Council's current ownership with good links to the transport network and leisure facilities in order to attract teachers to the area. A current project is underway whereby land owned by the Council is being assessed for modular housing, a proportion of which could be used for key worker homes. Members of the task force expressed the view that the progress of this initiative continue to be monitored via the Children's Services and Sustainable Communities Overview and Scrutiny Committees over the coming months.

Members considered whether the Executive could reconsider the lettings plan within the housing allocations policy in order that key worker housing could be provided, delivering direct lets to teachers where there was an identified need. Officers stated that due to existing challenges in meeting demand, placing teachers within the pool accessing social housing would increase current pressures and their view was that promoting a shared ownership approach would be a more effective way of meeting housing demand for teachers and the wider key worker community. However ***Members recommended that the Executive reconsider the lettings plan within the housing allocations policy in order that key worker housing could be provided, with any pilot scheme to be targeted in the most deprived areas in the region, with a view to incentivise new teacher recruits.***

Officers from the Council's planning department highlighted several options which would enhance the key worker housing offer, with the Rent Plus Scheme providing the opportunity to rent a property for up to five years at the local Housing Allowance rate, with an option to purchase the property at the end of that period. Many mortgage lenders were supportive of the scheme and case studies showed that this approach had been successful in both Plymouth and Bicester¹⁴. An online Facebook poll carried out by Rent Plus indicated that 65% of Central Bedfordshire respondents were supportive of any offer of affordable housing, with many contributors identified as nurses, teachers, health professionals, fire fighters and police officers, therefore meeting the Government's broad definition of key worker. Members expressed the view that this scheme would not only support New Qualified Teachers (NQT's) but also those still progressing their career and due to its structure would not put additional pressure on current social housing demand as it was a wholly separate scheme. As a result ***Members recommended that the Executive endorse the Rent Plus scheme in order that Newly Qualified Teachers (NQT's) and a wider pool of identified key workers had access to affordable housing, providing an attractive recruitment package to those considering working within Central Bedfordshire.***

¹⁴ Case studies contained within <http://centralbeds.moderngov.co.uk/ieListDocuments.aspx?CId=650&MId=5602&Ver=4>

Historic pupil funding and statistical neighbour comparisons:-

In April 2006, the Department for Education and Skills (DfES) commissioned the National Foundation for Educational Research (NFER) to develop a single "statistical neighbour" model. This single model aimed to enable local authorities to identify other authorities similar to themselves in terms of the socio-economic characteristics of their area. The 10 Councils that have the "closest" averages to Central Bedfordshire are considered neighbours.

Additionally Central Bedfordshire sometimes uses the CIPFA Nearest Neighbour model. The model adopts a scientific approach to measuring the similarity between authorities taking into account a range of economic, social and physical characteristics.

(Table five) The table below provides details of the Block Unit of Funding per pupil:-

Schools Block Unit of Funding 'Amount per pupil' received for 2017/18 (as at July 2017)	
Statistical Neighbours	
Leicestershire	£4,623
West Berkshire	£4,348
Essex	£4,347
Cheshire East	£4,340
Worcestershire	£4,319
Central Bedfordshire	£4,314
Warwickshire	£4,293
Hampshire	£4,265
West Sussex	£4,202
South Gloucestershire	£4,190
Bracknell Forest	£4,167
Hertfordshire*Not a statistical neighbour	£4,416
Bedford Borough*CIPFA neighbour	£4,402
Cambridgeshire*Not a statistical neighbour	£4,311

Whilst Members accepted the methodology behind the statistical and CIPFA neighbour models, concerns were expressed throughout the course of the enquiry with regards to Central Bedfordshire's proximity to London and the attraction teachers living in the region would have in securing higher wages just outside of the area and a relatively short commute away. The only other statistical neighbour with such close proximity to London was Essex with comparable house prices and a relative cost of living.

However the block funding per pupil in Essex in 2017-18 was £4347 whilst in Central Bedfordshire it was £4314 meaning that potentially teachers were offered higher wages in that area. Members were also keen to understand the impact of regionally close neighbours and with Bedford categorised as a CIPFA comparator and Hertfordshire, whilst not a statistical or CIPFA neighbour, their extremely close proximity to Central Bedfordshire and the considerably higher block funding per pupil they received meant that they were potentially able to offer higher wages to teachers within the immediate region, along with a school structure new graduates would be familiar with. Many areas within Hertfordshire and Essex also receive the London Weighting Allowance, with some teachers expressly stating when applying for jobs that they could secure higher wages in those areas.

Newly qualified teachers in the Central Bedfordshire region were broadly paid the national minimum of £22917 in 2017/18 whereas in Hertfordshire and Essex they were paid £24018 which included the London Fringe allowance. Teachers choosing to commute to outer London were paid £26662 and in inner London wages started at £28660 and although for the first few years it was acknowledged that any additional funds might be used for commuting costs, career progression for many teachers could be rapid, particularly within the London area with some realising wages in the region of £45000 within just 5 years. Members were aware that this was a historic element affecting the recruitment and retention of quality teachers within the Central Bedfordshire region.

It was anticipated that the new national funding formula for schools being introduced in April 2018 would address the historic disparity between the amount of block funding received per pupil compared with statistical and neighbouring authorities, however some professionals had raised concerns that the new formula could have a negative impact on lower schools. There were also historic issues to consider in relation to widespread under funding for 6th form provision, with the need for schools to use a proportion of their overall budget to ensure ongoing support, impacting funding levels for the wider school. As a result of these concerns Members of the task force were keen that the impact of the new schools funding formula be included within the work programme of the Children's Services Overview and Scrutiny Committee at the earliest opportunity in order to assess its implications.

Governor Training - National context

The key findings of a 2016 Ofsted report¹⁵ indicated that many Governors across the UK lacked the expertise needed in an increasingly complex education system to hold school leaders to account. Overall it was expressed that governance required improved access to highly skilled individuals who had the educational expertise to help them meet the increased demands of their role, with the recruitment and retention of governors recognised as a serious national challenge, particularly in some of the poorest areas of the country. Weak governance was at risk of going undetected until the school was inspected by Ofsted and clarity was required around lines of accountability, roles and responsibilities of Governors, recognising the essential contribution Governors made to their local schools and wider communities, particularly in areas of deprivation.

School governance is the only mechanism whereby school leadership is held to account, a judgement of which is included within every Ofsted inspection, often impacting a school's rating. Those schools judged by Ofsted to be Good or Outstanding could evidence that recognised best practice governance procedures were in place, that individual Governor skills and knowledge was relevant and that the Governing body could provide assurance of robust processes and challenge to the senior leadership of their schools.

Findings of the enquiry

The Local Picture

Central Bedfordshire Council fully acknowledges that Governors play a vital role as strategic leaders to help meet the shared vision and priorities in the Partnership Vision for Education. When Ofsted makes a judgement about the effectiveness of leadership and management, it will consider the role of Governors in discharging their core statutory functions and how committed they are to their own development in order to improve their school's performance.

Central Bedfordshire Council offers a range of comprehensive training packages to school Governors which includes free clerks' support, finance and data training for maintained schools, health and safety, along with improving school attendance and reducing the need to exclude. In addition, there is a comprehensive induction programme for new and existing Governors which sets out their strategic role, holding the head teacher to account for educational performance, safeguarding and child protection, the use of the Pupil Premium and other funding and the support of SEND and vulnerable learners.

Members of the task force were appraised of mechanisms whereby local officers supported schools with scoping audits prior to an Ofsted inspection, with this yielding some very positive results. By the time the official inspection occurred, schools knew

¹⁵ <https://www.gov.uk/government/publications/improving-governance>

which areas required improvement, methods were implemented soon afterwards, the outcomes of which invariably led to a positive Ofsted rating.

In addition, Ofsted inspectors will recommend an external review if governance is weak. Schools which are in the Local Authority's Red, Amber or Light Green category will receive a governance review as part of the Local Authority's support package to help schools prepare for their next inspection. Schools have found this proactive and recognised best practice approach very helpful in supporting their self-evaluation processes and outcomes have resulted in only a very small minority of schools requiring a formal governance review following an Ofsted inspection.

Bespoke training for a full governing board or clusters of schools and academies can be arranged on request which is designed to support the individual needs of the school and at a time which suits them. There is also a comprehensive e-learning programme available as the time constraints and pressures on Governors is fully appreciated, with many expressing that on occasion ease of access to e-learning packages facilitated training far better than face to face sessions.

In addition, officers are currently in the process of identifying the scope for an online forum for clerks in Central Bedfordshire. This would enable clerks to share their governance queries, best practice and to support each other in delivering effective school governance.

Upon examination of the offer available to Governors, it became clear to Members that despite a full restructure in 2009 which removed the Governor support team entirely, leaving only one officer responsible for commissioning services, the training package and support was still of an extremely high standard with 98% judging the training to be good or excellent. However due to the reduction in the number of officers responsible for the delivery of training and support, very little resource was available to encourage the take up of training, particularly with academies. Given that the Governor role is voluntary and that training is not mandatory, the remaining team have found that at times, although attendance figures were reasonable, the offer of training was not taken up to the extent to which it could be. Officers contributing to the enquiry panel's findings expressed a keenness to improve this as training was considered vital in ensuring robust and high quality governance.

Head teachers contributing to the enquiry expressed the view that whilst their Governors were clearly committed individuals, on occasion they did not feel that the appropriate challenge was presented, particularly around the need for further understanding of the requirements in relation to scoping and skills audits and that additional training would reinforce this area of knowledge. Several Governors from Central Bedfordshire schools contributed to the enquiry with many expressing the view that maximising the time available would increase the potential for participation in training sessions. They also indicated that it would be helpful if it was made clear that training was available to all Governors, not just lead Governors or Chairs, with a suggestion that where possible training sessions were included at the beginning or end of scheduled Governor and school cluster meetings. As a result ***Members recommended that the new school improvement team liaise with schools to enable the delivery of training sessions at the***

same time as scheduled Governor and school cluster meetings wherever practicable, specifically reinforcing the importance of scoping and skills audits for all schools.

The local picture reflected national challenges and it was reported that in some areas of Central Bedfordshire it had been increasingly difficult to recruit skilled and committed Governors. Members of the Council were encouraged at the beginning of their tenure to become school Governors however it became clear throughout the course of the enquiry that a substantial number had not taken up a post at local schools which Members of the task force felt needed addressing. In the past senior officers had also been recruited to the role, with many bringing with them the requisite skills required to fulfil their duties effectively, with Members expressing the view that foster carers could also be encouraged to take up roles as Governors, particularly bringing with them skills in relation to additional needs, the psychological support of children and SEN. In addition, available to every local authority was access to SGOSS, a national database of individuals who wanted to become school Governors, the details of which were published regularly in the local circulation, Governors Essentials. As a result of this information ***Members recommended that a local Governor recruitment drive be undertaken at the earliest opportunity, encouraging all Council officers, foster carers and those Members who were not yet Governors to take up a role at a local school and reminding schools of their access to SGOSS in order to improve the numbers and quality of Governors in Central Bedfordshire.***

Expanding the pool of Governors further was an area Members of the task force were keen to explore and assessed whether liaising with local businesses would yield members of the local workforce with the necessary skills to enhance the Governor role. Officers expressed the view that this had had a positive effect in the past and so ***the task force recommended that the Executive Member for Regeneration champion a campaign to engage business partners to encourage their workforce, where appropriate to put themselves forward as Governors, allowing time off work when necessary. A range of communication methods, including the targeted use of social media would support this initiative.***

Due to ongoing difficulties in recruiting clerks to governing bodies, many were already directly employed by schools as administrative staff or in some instances the Head Teacher's PA or secretary which did not support an independent approach. ***Members recommended that the local authority seek to provide a professional pool of clerks for school governing bodies to access, ensuring their independence of the school wherever possible in order to minimise any conflict of interest.***

Members were keen to understand the remit and scope provided to new Governors and whether their roles and responsibilities were always fully understood. It became apparent that despite a definitive 'job description' being made available to new Governors and regularly publicised via Governor Essentials, many still did not understand that which was required of them. It was determined that this was due to some not taking up the offer of training, nor regularly reading circulations and information. Members were keen that the additional school improvement staff resource be used to evaluate how best to enhance and broaden the relationship with schools and Governing bodies,

reiterating the need for them to appraise themselves of their roles and access training which was available to them.

Summary of recommendations:-

- 1. Members recommended that the school improvement team encourage schools to regularly publicise school attendance data to parents at half termly intervals in order that the impact of poor attendance be understood and that all schools within their respective clusters be encouraged to apply a consistent and robust approach regarding school attendance.** (Cost neutral using existing officer resource)
- 2. That any sanctions in relation to school attendance levied via the Council be reported via quarterly performance monitoring reports.** (Cost neutral using existing officer resource)
- 3. Members recommended that all schools be supported to strengthen their pyramid structures in order to enable the seamless transition of pupils through the different stages of education, also ensuring clear accountability in relation to pupil progress and attainment.** (Cost neutral using existing officer resource)
- 4. That schools be supported where possible to increase their age range to include 2 year olds and early years provision, taking into account any financial implications and capital investment requirements, particularly with regards to new school builds.** (Costs to be assessed when proposals are put before the Executive as is standard process)
- 5. Members recommended that schools be supported by the Council to engage with charity and volunteer groups in order to promote reading challenges and activities during the school holidays, effectively utilising social media and online platforms in partnership with schools to support the promotion of these events.** (Cost neutral using existing officer resource)
- 6. Members recommended that all schools within the region be supported to roll out and promote the use of appropriate online tools and apps in order to support higher pupil attainment in Maths.** (Cost neutral using existing officer resource although there may be a cost to schools accessing the App)
- 7. Members recommended that special educational needs coordinators (SENCO's) be further supported in their role to work proactively with schools in order that the necessity of completing the relevant paperwork at the earliest opportunity be understood, reducing the need to exclude pupils and that progress and improvements be scrutinised via quarterly performance monitoring reports.** (Cost neutral using existing officer resource)
- 8. Members recommended that schools be encouraged to identify a range of interventions in relation to minimising exclusions in very young children, including where possible an appropriate annex or building in order to provide a safe and quiet area on school premises, taking into account any impact on funding for education.** (costs to be assessed as necessary and when new school builds are proposed)

9. ***That schools be encouraged to replicate recognised national best practice and utilise the Pupil Premium to employ family support workers or pastoral staff in order to support those children identified as requiring additional intervention.***
(With the effective use of the Pupil Premium, the wider school's budget would not be affected by employing extra staff.)
10. ***Members recommended that the Executive include a review of traded services to schools and academies within their work programme during 2019/20 in order to specifically assess the implications of re-introducing HR and payroll services to schools.*** (Additional costs to be assessed at the time of the review, they would be substantial but as yet unknown)
11. ***Members recommended that through the Medium Term Financial Planning process, the Executive support the retention of the current school improvement capacity for five years instead of two, only reducing it after that period with a clear business case setting out an evidenced rationale behind any such decision.***
(Current staffing costs would increase by x2.5)
12. ***Members recommended that the new school improvement team work proactively with clusters to evaluate the skills, use and impact of Teaching Assistants and mirroring recognised best practice in the continuous professional development of all teaching staff which would support recruitment and retention.*** (Cost neutral using existing officer resource and with schools recruiting to current vacancies as staff progress)
13. ***Members recommended that the school improvement team work closely with all schools to actively participate in recruitment events and that the promotion of such events be publicised via the council's website, social media outlets and in partnership with schools.*** (Cost neutral using existing officer and Council resource)
14. ***Members recommended that those national mortgage and housing schemes available to teachers be publicised via the Council's website at the earliest opportunity, mirroring and expanding upon the information provided by other local authorities in order to support the vision that Central Bedfordshire was a 'Great Place' by highlighting the excellent schools within the region and the attractive location.*** (Cost neutral using existing officer and Council resource)
15. ***Members recommended that the Executive agree a definitive key worker list as a matter of urgency, prioritising those professions which evidence suggested required the most support in relation to meeting the priorities within the Five Year Plan.*** (Cost neutral using existing officer and Council resource)
16. ***Members recommended that due to the timely delivery of the Local Plan, the Executive explore ways in which affordable and designated key worker housing could be delivered within the Housing Strategy.*** (This recommendation would involve capital investment costs assuming that the Council would buy a quota of houses from the developer to manage within its own estate and rent to key workers at an agreed affordable housing rate. Capital costs would be recouped over time from rent paid)
17. ***Members recommended that the Executive reconsider the lettings plan within the housing allocations policy in order that key worker housing could be provided, with any pilot scheme to be targeted in the most deprived areas in the region, with a view to incentivise new teacher recruits.*** (Costs unknown)

18. **Members recommended that the Executive endorse the Rent Plus scheme in order that Newly Qualified Teachers (NQT's) and a wider pool of identified key workers had access to affordable housing, providing an attractive recruitment package to those considering working within Central Bedfordshire.** (Cost neutral to the Council with developers and Rent Plus responsible for the cost)
19. **Members recommended that the new school improvement team liaise with schools to enable the delivery of training sessions at the same time as scheduled Governor and school cluster meetings wherever practicable, specifically reinforcing the importance of scoping and skills audits for all schools.** (Cost neutral using existing officer and Council resource)
20. **Members recommended that a local Governor recruitment drive be undertaken at the earliest opportunity, encouraging all Council officers, foster carers and those Members who were not yet Governors to take up a role at a local school and reminding schools of their access to SGOSS in order to improve the numbers and quality of Governors in Central Bedfordshire.** (Cost neutral using existing officer and Council resource)
21. **The task force recommended that the Executive Member for Regeneration champion a campaign to engage business partners to encourage their workforce, where appropriate to put themselves forward as Governors, allowing time off work when necessary. A range of communication methods, including the targeted use of social media would support this initiative.** (Cost neutral using existing officer and Council resource)
22. **Members recommended that the local authority seek to provide a professional pool of clerks for school governing bodies to access, ensuring their independence of the school wherever possible in order to minimise any conflict of interest.** (Significant resource implications which will need to be assessed)



A great place to live and work

Contact us...

by telephone: 0300 300 8301

by [email: scrutiny@centralbedfordshire.gov.uk](mailto:scrutiny@centralbedfordshire.gov.uk)

on the web: www.centralbedfordshire.gov.uk

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

This page is intentionally left blank

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 22 May 2018

Proposed change of designation, of Church End Lower School, from a Foundation school to a Church of England Voluntary Controlled School

Report of Cllr Steven Dixon, Executive Member for Education and Skills,
(steven.dixon@centralbedfordshire.gov.uk)

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

This report relates to a decision that is non-key

Purpose of this report

1. The Committee are asked to recommend to the Executive, support for the application from Church End Lower School, Marston Moretaine to the Department for Education (DfE), under Section 10 of the Education and Inspections Act 2006, as amended by the Education Act 2011, for a change of designation from a Foundation school to a Church of England Voluntary Controlled School.
2. If supported the Section 10 application will be submitted by the school to the DfE for consideration. If approved by the DfE a further statutory consultation by the school will commence.
3. The school referred to within the report serves the Ward of Cranfield and Marston Moretaine.

RECOMMENDATIONS

The Committee is asked to recommend to the Council's Executive: -

1. **To support the application from Church End Lower School to the DfE for the consideration of a change of designation from a Foundation school to a Voluntary Controlled school and note the favourable responses to the preliminary consultation carried out by the school. (As set out in Appendix 1).**
2. **Subject to approval by the DfE, to support the statutory process to be carried out by the school, which will require publication of**

a statutory notice followed by formal consultation of at least four weeks

- 3. Approve that determination for the proposed change of designation be made by the Executive Member for Families, Education and Children, if responses to the formal consultation are favourable. If responses to the formal consultation are not favourable determination to be made by the Executive.**

Overview and Scrutiny Comments/Recommendations

4. Overview and Scrutiny are asked to recommend to the Executive the recommendations as set out in Appendix 1.

Council Priorities

5. The report supports Central Bedfordshire's Five Year Plan 2015- 2020 and the specific priority of Improving Education and Skills.

Legal Implications

6. As set out in the Legal Implications section of the report attached as Appendix 1.

Financial and Risk Implications

7. As set out in the Financial Implications section of the report attached as Appendix 1.

Equalities Implications

8. As set out in the Equality Implications section of the report attached as Appendix 1.

Conclusion and next Steps

9. Subject to the Council's Executive approval, Church End Lower School will submit their Section 10 application to the DfE for a change of designation.

10. Subject to approval by the DfE, the school will launch a formal consultation which will require publication of a statutory notice for at least four weeks.
11. Determination for the proposed change of designation will be made by the Executive Member for Families, Education and Children, if responses to the formal consultation are favourable. If responses to the formal consultation are not favourable determination to be made by the Executive.

Appendices

Appendix 1 is attached.

Appendix A and B are referred to in the Council's Executive report

Background Papers

None

Report author(s):

Victor Wan, Head of School Organisation, Admissions and Capital Planning
(Interim)

Victor.wan@centralbedfordshire.gov.uk

This page is intentionally left blank

APPENDIX 1

Central Bedfordshire Council

EXECUTIVE

12 June 2018

Proposed change of designation, of Church End Lower School, from a Foundation school to a Church of England Voluntary Controlled School

Report of Cllr Steve Dixon, Executive Member for Families, Education and Children (steven.dixon@centralbedfordshire.gov.uk)

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

This report relates to a non-Key Decision

Purpose of this report

1. To seek Executive support for the application from Church End Lower School, Marston Moretaine to the Department for Education (DfE), under Section 10 of the Education and Inspections Act 2006, as amended by the Education Act 2011, for a change of designation from a Foundation school to a Church of England Voluntary Controlled School.
2. If supported the Section 10 application will be submitted by the school to the DfE for consideration. If approved by the DfE a further statutory consultation by the school will commence.
3. The school referred to within the report serves the Ward of Cranfield and Marston Moretaine.

RECOMMENDATIONS

The Executive is asked to:

1. **To note the favourable responses to the preliminary consultation carried out by the school and support the application from Church End Lower School to the DfE for the consideration of a change of designation from a Foundation school to a Voluntary Controlled school.**
2. **Subject to approval by the DfE, Executive are asked to support the statutory process to be carried out by the school, which will**

require publication of a statutory notice followed by formal consultation of at least four weeks

- 3. Approve that determination for the proposed change of designation be made by the Executive Member for Families, Education and Children, if responses to the formal consultation are favourable. If responses to the formal consultation are not favourable determination to be made by the Executive.**

Children's Services Overview and Scrutiny

4. This report was presented to Children's Services Overview and Scrutiny Committee at its meeting on the 22 May 2018 and the Committee was asked to indicate its support for the recommendations set out within the report. The views of the Committee will be reported at Executive.

Background

5. In January 2018 Church End Lower School submitted a Section 10 request to Central Bedfordshire Council to support its application to the DfE for a change of designation from a Foundation School to a Voluntary Controlled School, as part of the Diocese of St Albans Board of Education (Appendix A). The Section 10 application, part 6, requires the school to seek the support of the local authority for the change, before consideration by the DfE.
6. The DfE usually expects changes to a school to be in the form of an academy conversion. However, the governors of Church End Lower School have considered that there is no significant demand for the school to seek Academy status from any stakeholder group. The school has met with Academy Headteachers and Governors and it was concluded that becoming an Academy was not right for the school at this stage.
7. For the school to change designation it will need to close as Church End Lower School (Foundation) and open on the following day as a new voluntary controlled school. The Governors of the school propose the new school to be named Marston Moretaine Voluntary Controlled Church of England School. The date for the proposed changes are subject to the DfE's timetable for a decision regarding the Section 10 application, a further statutory consultation and Executive approval if the responses are not favourable. The school have indicated a

preference for closure of Church End Lower School (Foundation) on the 31 December 2018 and to open as Marston Moretaine Voluntary Controlled Church of England School on the 1 January 2019.

8. Church End Lower School operates over two school sites, Church End and Forest End. The school was expanded by 1 form of entry in September 2014 at the new Forest End site and as part of phase 2 it is currently being expanded by a further 1 form of entry for September 2018. The school's total capacity in September 2018 will be 600 pupils for Reception Year to Year 4.
9. The expansion of the school over two sites is the result of Marston Moretaine seeing a considerable level of housing growth. The school does not plan to change its catchment which will remain as Marston Moretaine and the immediate surrounding area. The admissions policy for the school will remain unchanged. Any future changes proposed in the admissions policy will need to undertake a further consultation as outlined in the Schools Admission Code.
10. If the proposal is implemented for 1 January 2019, the school will cease to be a Foundation school with the staff group employed by the Governing Body and become a Voluntary Controlled School with the staff group employed by Central Bedfordshire Council. The school buildings and the school playing fields will transfer from the Governing Body to the Diocese. The school will remain as a maintained school and Religious Education will continue to follow the Local Authority Agreed Syllabus.
11. The key differences for Church End Lower as a Foundation School and a Voluntary Controlled School are:-

Foundation School	Voluntary Controlled School
Playing fields and buildings owned by the School/governing body	Playing field and buildings owned by the Church of England Diocese
School staff employed by the Foundation	School staff employed by the Council
Admissions Authority is the governing body	Admissions authority is the Council
Governance - 5 parent governors, 1 LA governor, 1 staff governor, 1 headteacher, 4 co-opted governors and 2 partnership governors.	Governance - governing board will cease to have partnership governors and, instead, will be required to have at least two foundation governors but not more than a quarter of the total.

Preliminary consultation responses

12. Church End Lower School launched a preliminary consultation between November and December 2017. (Appendix B) Consultees included parent/carers, staff, the wider community and a range of stakeholders (as per DfE guidance) including Members and Officers of Central Bedfordshire Council. All Central Bedfordshire schools were also advised of the consultation and invited to respond.
13. The school facilitated four public meetings as part of the preliminary consultation and representatives of the Diocese and school governors addressed key stakeholders.
14. The school received a total of 86 responses to the preliminary consultation of which:-

Responses	Percentage
Support the proposal	91%
Opposed the proposal	2%
Neither supported or objected	7%

15. Those in support of the proposal felt it would a *'positive step for the school and children'* and that *'the school should not academise'*. A summary of the responses is in Appendix A.
16. Those who objected to the change of designation stated they did not believe in church based schools and preferred the school to remain as a foundation school.

Reasons for decision

17. Church End Lower School is a successful school, Ofsted inspected on the 4 December 2016 and judged it as a good school. Currently pupils progress is good for almost all groups.
18. The school has been expanded over 2 phases and remains popular with parents and carers in the catchment and further afield. Housing around the school continues to be built and occupied and the school is likely to fill, subject to the rate of housing completions.
19. The preliminary consultation indicated a favourable response to the proposal. The school is currently a feeder school for Holywell Church of England Academy which is part of the Diocese of St Albans.
20. The school governors have been considering this proposal since 2011 and weighed the benefits of a change of designation against academisation.

21. The pupil yield from the new housing developments within the area is likely to increase demand for school places and the need for school places is unlikely to change over the next 5 years.
22. Subject to support from the DfE for the Section 10 application, favourable responses to the school's statutory consultation, and subsequent approval from either the Executive Member for Families, Education and Children or the Executive, the Governing Body propose to change designation on the 1 January 2019.

Council Priorities

23. The proposal supports the following Council priority:
 - Improving Education and Skills.

Legal Implications

24. It is not possible for an existing school to make any change to its religious character. Instead the local authority or governing body must publish a proposal, via a statutory notice, to close the existing school, and a faith organisation, as proposer, must issue a 'related' proposal, via a statutory notice, to establish a new voluntarily school with a religious character. This can be done by either gaining the Secretary of States consent under Section 10 or as a special case under Section 11 of EIA 2006.
25. The main legislation governing school organisation is found in sections 6A-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
26. Department for Education Guidance for proposers and decision makers regarding school organisation in maintained schools was published in April 2016 to support the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
27. This guidance can be viewed at:
<https://www.gov.uk/government/publications/school-organisation-maintained-schools>
28. All decisions on proposals to either open or close a maintained school must be based on the factors within the guidance as set out in the link in paragraph 26, following the statutory 5 stage process.

Financial Implications

29. There are no financial implications for the Council arising out of a decision to support the applications from the school to the DfE. If the

DfE approve the Section 10 application and the responses to the statutory notice are favourable and the Council's Executive Member for Families, Education and Children determines the proposal to a change in designation, there will be financial implications for the school and the governing body.

30. There are no additional pension costs arising from a change of designation as the school will continue to be Maintained by the Council and employee will remain eligible to contribute to the LGPS and Teachers' Pension Schemes. The Council will continue to be responsible for the monthly return of Teachers' Pension service.
31. The school will continue to receive Payroll and HR provision from external providers.
32. The staff, who are currently employed by the Governing Body of Church End Lower School, will need to be transferred to the employment of the Council. This will need to be managed in accordance with the Transfer of Undertakings (Protection of Employment) Regulations 2006 (as amended 2014). This process will need to be managed by the Governing Body of the School (the Transferor) and the Council (the Transeree) and supported by each organisations HR provision.
33. As a Maintained Voluntary Controlled School any reductions in staffing will be managed in accordance with the CBC Redundancy Policy for Schools (as adopted by the Governing Body of the School).
34. Redundancy payments for Maintained Voluntary Controlled schools are calculated based on actual weekly pay as opposed to calculated in accordance with statutory maximum weekly pay (currently £508 per week) for Foundation Schools, therefore the change of designation will result in an increase in redundancy liability cost to the Council should staffing reductions be required after a change of designation.
35. Any dismissals made by the school (for redundancy or other reasons) will be a dismissal from CBC as the employer and therefore has the same associated employer risk as all CBC Maintained Community and Voluntary Controlled Schools.
36. There are no envisaged capital costs to the Council arising from this application and if approved the change in designation. The school buildings and the school playing fields will transfer from the Governing Body to the Diocese.
37. Although there are no pensions issues specifically arising, any transfer of staff to the Council would potential leave the Council liable for any future redundancy costs.

Equalities Implications

38. The consultation and decision-making process set out in regulation for schools requires an evaluation on a project by project basis of any equalities and human rights issues that might arise.
39. Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and to foster good relations in respect of the following protected characteristics: age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
40. This statutory duty includes requirements to:
- i. Remove or minimise disadvantages suffered by people due to their protected characteristics.
 - ii. Take steps to meet the needs of people from protected groups where these are different from the needs of other people.
 - iii. Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low
41. The proposal is not envisaged to have an adverse impact on any of the listed groups below:-
- | | |
|---------------------------------------|---|
| • Sex | N/A |
| • Gender Reassignment | N/A |
| • Age | N/A |
| • Disability | N/A |
| • Race & Ethnicity | N/A |
| • Sexual Orientation | N/A |
| • Religion or Belief (or No Belief) | Parents of children will have the option to opt out of religious activities at the school |
| • Pregnancy & Maternity | N/A |
| • Human Rights | N/A |
| • Other Groups (rural isolation etc.) | N/A |

Risk Management

42. Key risks include:
- Failure to discharge legal and statutory duties/guidance.
 - Failure to deliver the Council's strategic priorities

- Reputational risks associated with the non-delivery of required school places.

Appendices

The following appendices are attached:

Appendix A

Section 10 application form

Appendix B

Consultation on Church End Lower School gaining a designation as a Church of England School and becoming a Church of England Voluntary Controlled Lower School

Background papers

None

Report author(s):

Victor Wan, Head of School Organisation, Admissions and Capital Planning (interim)

APPENDIX A

Section 10 Application Form

APPLICATION FORM TO APPLY TO THE SECRETARY OF STATE FOR CONSENT TO THE PUBLICATION OF PROPOSALS FOR A NEW MAINTAINED MAINSTREAM OR SPECIAL SCHOOL UNDER SECTION 10 OF THE EDUCATION AND INSPECTIONS ACT 2006, AS AMENDED BY THE EDUCATION ACT 2011.

Please complete all relevant sections and submit to the School Organisation Team mailbox at: schoolorganisation.notifications@education.gov.uk

1. Details of proposer and proposed school including:	
Title of proposing body	Church End Lower School Governing Body and the Diocese of St Albans Board of Education
Local authority area:	Central Bedfordshire
Site details (e.g. single/split site, freehold/leasehold tenure):	Split Site
Postal address:	<p>Site 1 Church End Lower School Church Walk Marston Moretaine Bedford MK 43 0NE</p> <p>Site 2 Forest End Great Linns Marston Moretaine Bedford MK 43 0DD</p>
Age range:	3 – 9
Number of pupils to be provided for, including details of any nursery (full-time equivalent places), SEN, boarding or sixth form provision:	<p>Total Capacity 600 pupils (Year R to Year 4)</p> <p>+ 96 FTE Nursery places</p>
Category (Community/Community Special/Foundation/Foundation Special/Voluntary Controlled):	<p>Current – Foundation</p> <p>Proposed – Voluntary Controlled</p>
Proposed opening date:	01 January 2019
Proposer other than the LA	Church End Lower School Governing Body and the Diocese of St Albans
Proposed religious category (if any):	

	Church of England Voluntary Controlled School
Ethos:	Anglican VC Community School
<p>2. Please give the reason(s) why you feel an Academy cannot meet the need for the new provision:</p>	
<p>Church End Lower School is a successful and expanding school located in the Central Bedfordshire village of Marston Moretaine. At the end of Year 4 pupils move on to their respective middle school; the majority attending Marston Vale Academy and a significant minority, Holywell Church of England Academy.</p> <p>The Central Bedfordshire educational landscape is based on a three tier structure. Over the past few years this has started to fragment as a number of schools have chosen to expand their age range, preferring a two tier primary/secondary structure. Included in this are a number of Multi-Academy Trusts as well as stand-alone academies. In our particular nine school pyramid, four schools are academies, either independent or part of a MAT, one school is hard federated with a school located in another pyramid with the remainder all community or foundation schools. This, combined with four of our pyramid schools located within the Borough of Bedford, makes our local context complicated.</p> <p>School Governors have spent considerable time since 2011 considering the best future direction for the school; this has included becoming an Academy. School Governors do not consider that there is any significant demand for the school to seek Academy status from any stakeholder group. Having met with Academy Headteachers and Governors, it was concluded that becoming an Academy was not right for the school at this stage.</p> <p>During the Autumn 2017, the Governing Body took the decision to propose, and consult on becoming a Church of England Voluntary Controlled School.</p>	
<p>3. Would you consider converting the school to an Academy in the future if it satisfied the relevant criteria?</p>	
<p>Of the five Central Bedfordshire Schools within our pyramid, the two largest are stand-alone Church of England Academies. It is anticipated that housing growth in this area will be considerable; potentially resulting in capacity issues at nearly all schools. It is anticipated that this growth will result in the expansion of existing schools, possibly onto second school sites, following the model that has so successfully been applied to Church End. Therefore, Governors have a strong desire to be part of the solution to on-going structural problems which ultimately impact on standards and the life chances of the pupils in our care.</p> <p>Church End is committed to developing local solutions and believes that this is best achieved through close partnership with other schools. To achieve this aim Governors have not ruled out the possibility of working with other schools, which share our vision, in creating a MAT primarily supporting our local community. It is our firm belief that being</p>	

part of a bigger educational family enables our pupils, their families and school staff access to advice, support and resources which will add to the educational experience we are able to provide. By joining the Church of England family of schools we will be working with other local schools which share our educational vision and promote our values.

4. (Local Authority only) Statement on any consultation carried out to ascertain interest by an Academy provider, or justification for not carrying out such consultation:

In November 2017 the Governing Body of Church End Lower School and The Diocese of St Albans Board of Education began a six week consultation process.

Stakeholders included ... parents and carers; all employees; all Central Bedfordshire Schools; all pyramid schools and the wider local community.

This process included four public meetings providing opportunity to all concerned to ask questions, seek clarification and express their views.

5. Evidence of levels of parental demand for this category of school as opposed to an Academy:

The response to our proposal was overwhelmingly positive...

91% of respondents supported the proposal

2% of respondents opposed the proposal

7% of respondents neither supported nor objected to the proposal

6. Brief details of main reason for the proposed new school (e.g. new housing development, population growth, amalgamation/reorganisation, falling roles/surplus places, head teacher(s) retiring) including any particular local circumstances appropriate to the application and local authority support:

The past few years has seen considerable housing growth within, and around the village. It is anticipated that this will continue for the foreseeable future.

The 'new' school would have a ...

Total Capacity 600 pupils
(Year R to Year 4)

+ 96 FTE Nursery places

7. Will the school replace an existing school or schools? If so, provide details of the closing school(s) (e.g. Postal address; Number of Pupils; Age range; Category) and proposed date for closure:

Yes.

The closing school will be Church End Lower School (Foundation)

Site 1 Church End Lower School
Church Walk
Marston Moretaine
Bedford MK 43 0NE

Site 2 Forest End
Great Linns
Marston Moretaine
Bedford MK 43 0DD

It currently has a total capacity of 450 pupils (Year R to Year 4)
+ 72 FTE Nursery Places

The proposed date of closure is 31st December 2018

The proposed name of the new school is **Marston Moretaine Voluntary Controlled Church of England School**. It would continue to operate as a split site school occupying the same site mentioned previously.

It is proposed to open on 01st January 2019

8. Statement on how the school will contribute to raising standards, including how it is proposed it will network with other schools in the area:

The new school would primarily continue to serve the village of Marston Moretaine and the immediate surrounding area. It would replace Church End Lower which would close on 31st December 2018.

By joining the Church of England family of schools we will be working with other local schools which share our educational vision and promote our values. In so doing, it is our belief that this will provide our pupils with the best opportunity to thrive, aspire to the very highest possible standards and go on to successfully contribute to their local and wider community.

Our existing school was inspected by Ofsted in November 2016. The report recognises that our leadership team 'plan for continuous improvement and are outward-looking and visionary'. The report recognises that attainment is above average.

The school already works closely with our pyramid of schools; encouraging and developing innovative approaches to liaison and assessment moderation. The school has an 'open door' policy in all aspects ranging from supporting Governance and Headteacher Mentoring to Initial Teacher Training. The school is actively involved in working with The University of Bedfordshire and both the Headteacher and the Deputy Headteacher are part of the Central Bedfordshire LSCB.

The school is looking forward to developing a strong and successful partnership from within the Diocesan family of schools.

10. Views of local community - evidence of informal or statutory consultation, copies of any consultation documents, notes of meetings and feedback received (please list any documents attached):

The consultation process ran for six weeks between November and December 2017. Consultation documents were sent to all existing families, all staff and the immediate and wider community. The school received 86 responses of which ...

91% of respondents supported the proposal;
2% of respondents opposed the proposal;
7% of respondents neither supported nor objected to the proposal.

In addition the school hosted four public meetings which were attended by parents, staff, residents, School Governors and the Director of Education from the Diocesan Board of Education.

The school employs 83 members of staff the majority of which were supportive of the proposal.

Some of the comments made by respondents were as follows ...

'I think this would be a very positive move for the school and the children within it'.

'I fully support the school in seeking designation as a Church of England School'.

'I strongly agree with this proposal and believe this would be so beneficial to the children and community'.

'Definitely! Fabulous idea'.

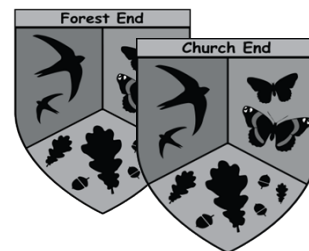
'I don't think that the school should academise either'.

11. Contact details:

Name:	Brian Storey
Address:	Church End Lower School Church Walk Marston Moretaine Bedford MK43 0NE
Date:	10.01.2018
Tel No:	01234 768271
Email:	churchend@cbc.beds.sch.uk

APPENDIX B

Church End Lower School
Marston Moreteyne School
Church Walk
Marston Moreteyne
Bedford MK43 ONE



Tel: 01234 768271

E.mail: churchend@cbc.beds.sch.uk

Website: www.churchend.beds.sch.uk

1847

Headteacher: Mr Brian Storey
the Month: **Curiosity**

Value of

Consultation on Church End Lower School gaining a designation as a Church of England School and becoming a Church of England Voluntary Controlled Lower School

Dear Parent/Carer

The Governing Body of Church End Lower School and The Diocese of St Albans Board of Education are writing to you to seek your views as to whether Church End Lower School should seek designation as a Church of England School.

As you may be aware the educational landscape in England has changed dramatically over the past six years with the rapid expansion of the Academy programme, including Multi-Academy Trusts and the introduction of state funded Free Schools. This change has coincided with a dramatic decline in the ability of Local Authorities to support and influence their schools, with services previously offered, being considerably diminished with the squeeze on public sector finances. Over this period the Church End Governing Body, has considered these options and concluded, for a variety of reasons, that becoming an Academy or joining a Multi-Academy Trust is not the right future direction for our school.

It is our firm belief that being part of a bigger educational family enables our pupils, their families and school staff access to advice, support and resources which will add to the educational experience we are able to provide. By joining the Church of England family of schools we will be working with other local schools which share our educational vision and promote our values based ethos.

The implications for Church End Lower School of assuming a designation as a Church of England School are as follows:

- The school will be designated as a Church of England School, under the umbrella of the Diocese of St Albans;
- The school will be subject to an additional inspection process, as a church school, under SIAMS (Statutory Inspection of Anglican and Methodist Schools);
- The school buildings will transfer from the current ownership of the Local Authority to the Diocese whilst school land will transfer from the Governing Body to the Diocese;
- Religious education will continue to follow the Local Authority Agreed Syllabus;
- Collective Worship will continue to be broadly and mainly Christian;
- 2 Foundation Governors will be appointed to represent the Church of England on the Governing Body alongside existing Parent, Staff Community and Local Authority Governors;
- The admissions policy will remain unchanged;
- The School will have access to support, advice, courses and professional advice from the Diocesan Schools team and its team of 25 educational consultants;
- The School will continue to have a close working relationship with the Local Authority who will continue to maintain the school;
- The School will become part of a network of 136 Church Schools across Hertfordshire, Bedfordshire, Luton, Barnet and Buckinghamshire.

The Diocese of St Albans Board of Education has been in discussion with the school governing body for a period of 18 months exploring what it would be like for Church End Lower to assume a religious designation and become a Voluntary Controlled Church of England School. The Board of Education is committed to providing community focussed schools that serve the common good where education is delivered in a caring context and through shared Christian values.

The purpose of this document is to seek your view on whether Church End Lower School should seek designation as a Church of England Lower School. Apart from this consultation letter, there will be the opportunity to attend consultation events where the process and implications can be explored in more detail. These will be held on:

Tuesday 7th November at Forest End at 2.00 p.m. and 6.00 p.m.

Thursday 9th November at Church End at 2.00 p.m. and 6.00 p.m.

It would be helpful if you could either email or return the attached slip in order for us to prepare appropriately. The meetings will last for approximately an hour.

We look forward to hearing your views,

Yours sincerely

Mr P Neale
Chair of Governors

Mr B Storey
Headteacher

It would be helpful if, when you have gathered all the information you require, you could respond to the following question:

'Should Church End Lower School seek designation, as a Church of England School, becoming a Voluntary Controlled Lower School?'

YES		NO		DON'T KNOW	
-----	--	----	--	------------	--

Comments:

Please provide contact details only if you would like someone to contact you to discuss your query/question further.

Name:

Contact details:

Please return your response to the school as soon as you feel able to respond, but **no later than Friday 8th December** when the consultation period ends.

.....
.....

Consultation on Church End Lower School gaining a designation as a Church of England School and becoming a Church of England Voluntary Controlled Lower School

It is our intention to attend the meeting as shown.
(Please circle/delete as appropriate and return to the school as soon as possible)

Tuesday 7th November at **Forest End** at either 2.00 p.m.
or 6.00 p.m.

and/or

Thursday 9th November at **Church End** at either 2.00 p.m.
or 6.00 p.m.

Name: Please reserve seats.

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

22nd May 2018

The Findings of the Central Bedfordshire Pupil Health and Wellbeing Survey 2017

Report of: Cllr Brian Spurr (brian.spurr@centralbedfordshire.gov.uk)

Advising Officer: Sarah James Public Health Senior Practitioner Children and Young People (sarah.james@centralbedfordshire.gov.uk) Tel: 03003004109

This report relates to the provision of information and consideration of 2 key recommendations.

Purpose of this report

To provide an update on the results of the latest Central Bedfordshire pupil health and wellbeing survey 2017.

RECOMMENDATION

The Committee is asked to champion :

1. The full implementation of the Central Bedfordshire Children and Young People's Emotional Health, Wellbeing and Resilience Action Plan.
2. The drive for senior leaders in all schools and colleges to provide appropriate policies, resources and adequate curriculum time for high quality and purposeful Personal, Social, Health Education (PSHE) including Drug and Alcohol and Relationship and Sex Education.

Overview and Scrutiny Recommendation

- Consider the Schools Health Education Unit (SHEU) Central Bedfordshire Pupil Health and Wellbeing survey summary report

attached as Appendix A and the full report at Appendix B and support the recommendations above.

Council Priorities

- The report supports Central Bedfordshire's Five Year Plan 2015-2020 and the specific priority of improving education and skills and protecting the vulnerable and improving wellbeing.

Legal Implications

- None

Sustainability

- The emotional and physical health of children has a direct effect on their overall development and on the adults they will become.

Financial and Risk Implications

- None.

Equalities Implications

- 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. Results relating to vulnerable groups are highlighted in the summary report and full report attached at appendix A and B.

Risk Management

- Progress will be monitored through Governance of the Children's Leadership Board and the Joint Health and Wellbeing Strategy for Central Bedfordshire.

Conclusion and next Steps

- The Schools Health Education Unit Pupil Health and Wellbeing Survey Report provides up to date information and data on developing trends and local needs in relation to pupil health and wellbeing.
- The results of the report will be shared widely amongst schools, colleagues and partners including the CCG and service providers.
- The report will encourage all those in contact with children and young people to consider what the findings mean for them and what actions



they may be able to take to improve children and young people's health, wellbeing and resilience.

- The Central Bedfordshire Children and Young People's Emotional Health, Wellbeing and Resilience Action Plan will be implemented.

Appendices

- Appendix A: Summary of the Schools Health Education Unit Central Bedfordshire Pupil Health and Wellbeing Survey Report 2017.
- Appendix B: The full Central Bedfordshire Pupil Health and Wellbeing Survey Report 2017

This page is intentionally left blank

Introduction	Emotional Wellbeing	Healthy lifestyles
<p>The Schools Health Education Unit (SHEU) survey is commissioned biennially to gather pupil's perceptions of their own health and wellbeing. All participating schools receive their own report and their pooled data informs the main report, summarised here.</p> <p>Data from 2 previous surveys in 2014 and 2015 provide information on trends and comparisons are drawn with the SHEU reference sample of 92,193 pupils across the UK.</p> <p>Who took part?</p> <ul style="list-style-type: none"> ❖ 5502 pupils from 36 Lower and primary and 19 middle and upper schools across Central Bedfordshire. The largest sample we have ever surveyed. ❖ An even number of males and females from years 4, 6, 8,10 and 12. ❖ 17% Non white British, 4% Young Carers, 2% LAC and 5% LGB. 	<ul style="list-style-type: none"> ✓ Self Esteem scores are higher in Central Bedfordshire pupils than in the wider SHEU sample. ✓ Numbers of year 6 pupils reporting high levels of happiness has risen since 2014. ✓ Pupils reporting high self esteem has risen since 2014. Boys scores are higher than girls. ✓ The majority of pupils go to their family for information and support on most issues. <ul style="list-style-type: none"> ➢ More pupils have a low measure of resilience compared to the wider SHEU sample. ➢ 251 (9%) older pupils cut or hurt themselves when they have a problem of feel stressed. ➢ Since 2014 and 2015, an increasing number of pupils report sometimes worrying about their looks. ➢ Younger pupils are less likely to be helped to manage their feelings in school and they are less likely to feel listened to in school compared to the wider SHEU sample. ➢ Compared to the wider sample, Central Bedfordshire children are more likely to report being unhappy with their lives. ➢ A quarter of pupils go nowhere for information and support on growing up and body changes. ➢ A quarter of older pupils go nowhere for information and support on social media problems. ➢ 27% of younger pupils and 30% of older pupils/students responded that worry 'sometimes' stops them concentrating on or enjoying other things; 10% and 11% respectively of pupils said they find it hard to concentrate on anything due to worries. ➢ 10% of older pupils have regularly made themselves sick. 	<ul style="list-style-type: none"> ✓ More pupils are happy with their weight than the wider SHEU sample. ✓ The majority of pupils got more than 8 hours sleep the night before the survey. ✓ Almost all younger pupils and the vast majority of older pupils have never smoked and three quarters have never tried vaping. ✓ More than two thirds of pupils reported exercising hard on 2 days the week before the survey. <ul style="list-style-type: none"> ➢ Since 2014 and 2015 fewer younger pupils report that their school helps them to be physically active. ➢ A third of younger pupils had not visited the dentist in the last 6 months. ➢ 17% of older students got less than 6 hours sleep the night before the survey (mid week). 15% say the usual amount of sleep they get isn't enough to concentrate or feel awake at school.
<h3 style="text-align: center;">Staying Safe</h3> <ul style="list-style-type: none"> ✓ Compared to the wider sample, more Central Bedfordshire pupils have been told how to stay safe online. <ul style="list-style-type: none"> ➢ The number of year 10 pupils who are sometimes afraid of going to school due to bullying has increased since 2014 and 2015 ➢ More pupils are sometimes afraid of going to school due to bullying than in the wider SHEU sample. ➢ 15% of younger pupils and 31% of older pupils/students responded that someone has written or shown things online to hurt or upset them (with text, pictures or video). 	 	<h3 style="text-align: center;">Vulnerable groups</h3> <ul style="list-style-type: none"> ✓ Fewer pupils who are non white British are bought alcohol by their parents than white British pupils. <ul style="list-style-type: none"> ➢ Young carers are more likely to have low self esteem and be afraid of bullying. ➢ More non white British pupils report being told by their girlfriend/boyfriend who they can and cant see, compared to white British pupils and more LGB pupils have have had possessive or jealous relationships. ➢ Pupils with SEND and who are LGB are more likely to be picked on, and less likely feel happy with their lives or have lower self esteem. ➢ Young carers and pupils from single parent families are less likely to get enough sleep and are more likely to live with a smoker.
<h3 style="text-align: center;">Healthy relationships</h3> <ul style="list-style-type: none"> ✓ More pupils in Central Bedfordshire say that, at school, people from different backgrounds are valued compared to the wider SHEU sample. <ul style="list-style-type: none"> ➢ 21% of older pupils have experienced physically hurtful behavior at home. ➢ A quarter of younger pupils feel unable to say no to a friend if asked to do something they don't want to do. This is worse than the wider SHEU sample. ➢ Compared to wider the SHEU sample fewer older children feel able to always say no to a friend if asked to do something they don't want to do. ➢ Fewer older children have 10 adults they can trust compared to the wider SHEU sample. Girls have fewer than boys. 	<h3 style="text-align: center;">What we need to do</h3> <ul style="list-style-type: none"> ❖ To fully implement the Central Bedfordshire Emotional Health, Wellbeing and Resilience Action Plan. ❖ To encourage senior leaders in all schools and colleges to provide appropriate policies, resources and adequate curriculum time for high quality and purposeful Personal, Social, Health Education including Drug and Alcohol and Relationship and Sex Education. ❖ To share the results of the report widely amongst schools, colleagues and partners including the CCG and service providers. ❖ To encourage all those in contact with children and young people to consider what the findings mean for them and what actions they may be able to take to improve children and young people's health, wellbeing and resilience. 	

This page is intentionally left blank

Supporting the health and wellbeing of children and young people in Central Bedfordshire

Summary report of a Health and Wellbeing Survey 2017

Central Bedfordshire has a clear commitment to improve the health and wellbeing of children and young people and in particular to ensure good mental health and wellbeing. These priorities are expressed in the current Central Bedfordshire Health and Wellbeing Strategy and Children and Young People's Plan.

These results are from a survey collected in the academic year 2017-2018 from a sample of pupils in years 4 – 6 in 36 lower, middle or primary settings, and a sample of pupils in years 8 - 12 in 19 middle, secondary or upper schools settings, including special schools, in Central Bedfordshire. A total of 5502 pupils took part in 46 schools.

This survey was commissioned following 2 previous surveys: The 2014 health and wellbeing survey and a 2015 emotional wellbeing survey. The surveys provide an ongoing body of longitudinal data and information as to the developing trends and changing nature of the health and wellbeing needs of the local population of children and young people in Central Bedfordshire.

The survey will need to be repeated at 2-year intervals. This will enable comparisons and analyses of developing and ongoing trends, and will facilitate intervention programmes to be monitored and evaluated.

Survey support was commissioned from the Schools Health Education Unit (SHEU), Exeter. Questions were devised by a local group of advisors and health experts, in collaboration with SHEU, and two versions were used: one for Year Groups 4 and 6 and another for Years 8 and above. Results from the two questionnaires are referred to as from younger pupils and older pupils/students, as in the table below.

Results for all Central Bedfordshire data and year group specific results are shown in green, where results are younger or from older pupils/students contrasting colours are used throughout this report.

5502 young people were involved in the survey, including these pupils from the target year groups:

	Younger pupils		Older pupils/students		
	Year 4	Year 6	Year 8	Year 10	Year 12+
Ages	8-9y	10-11y	12-13y	14-15y	16+y
Males	480	635	587	733	254
Females	467	571	592	754	274
Total*	960	1214	1198	1526	542

*Totals include transgender pupils and pupils from other year groups.

Reference sample

Central Bedfordshire data have been compared with 92,193 pupils from a wider survey sample (SHEU). A selection of some of the most important differences is shown on page 13.

TOPICS INCLUDE:

Background

Emotional Wellbeing

Worrying and coping

Bullying

Staying safe

Relationships

Enjoying and achieving

Physical Activity

Healthy Weight

Headlines – good news

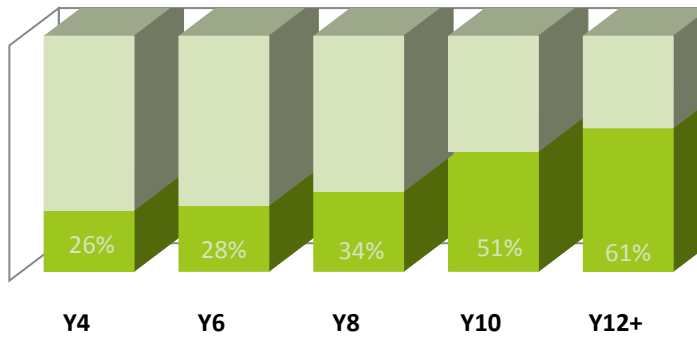
Self-esteem scores are higher in Central Bedfordshire than in the wider SHEU sample.

Happiness with life has increased for Year 6 pupils between 2014 and 2017.

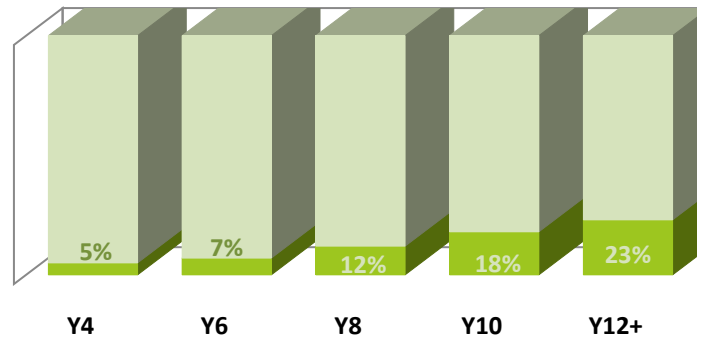
Headlines - not such good news

- Lower measure of resilience in females than males across all year groups and worse than wider SHEU data for Year 6 to Year 10.
- A third of older students do not get sufficient sleep to feel awake all day.
- Pupils are more likely to report a fear of bullying in 2017 than in 2014.
- The proportion of pupils saying 'school encourages me to be physically active' is lower in 2017 than in 2014.
- Over 40% of Year 10 pupils said they would go to no one/nowhere if they wanted help or information about their sexuality or gender.

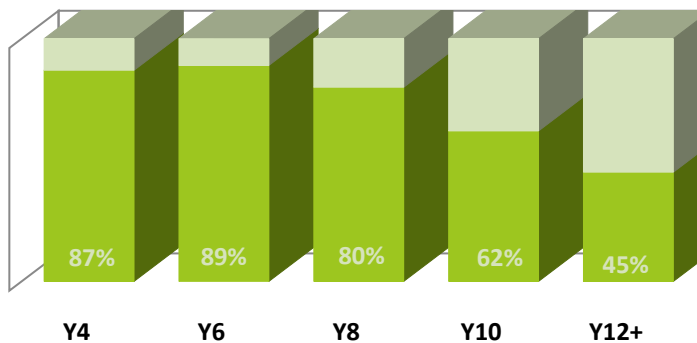
Percentage who worry about school-work problems/ tests/exams at least 'quite a lot'



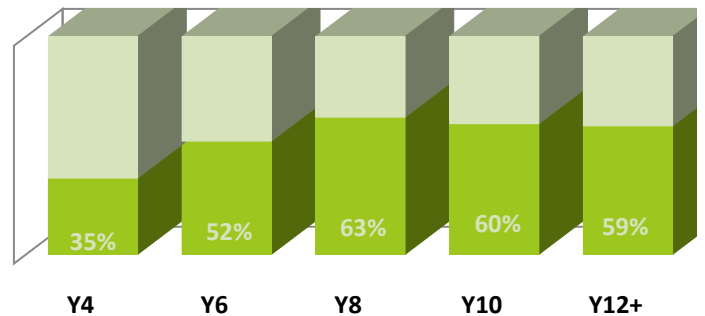
Percentage who had nothing for breakfast that morning



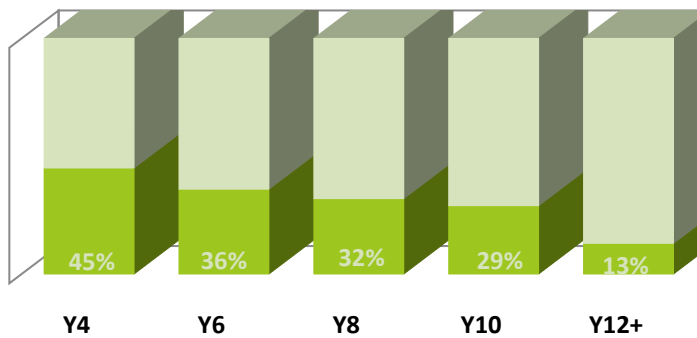
Percentage who think they got at least 8 hours sleep on the night before the survey



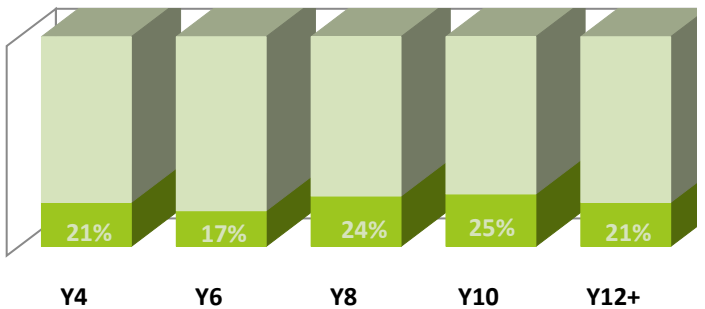
Percentage who can 'usually' or 'always' say no when a friend wants them to do something they don't want to do



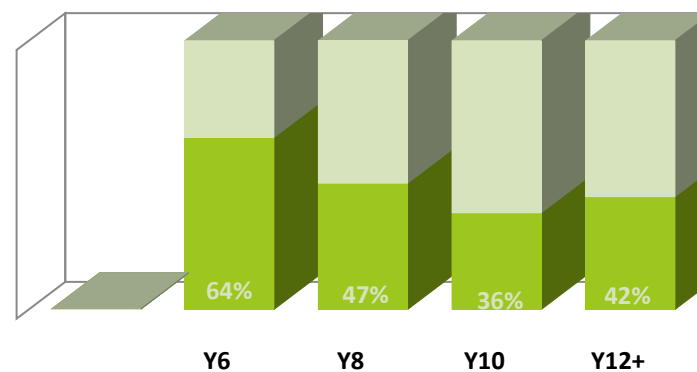
Percentage who are at least 'sometimes' afraid to go to school because of bullying



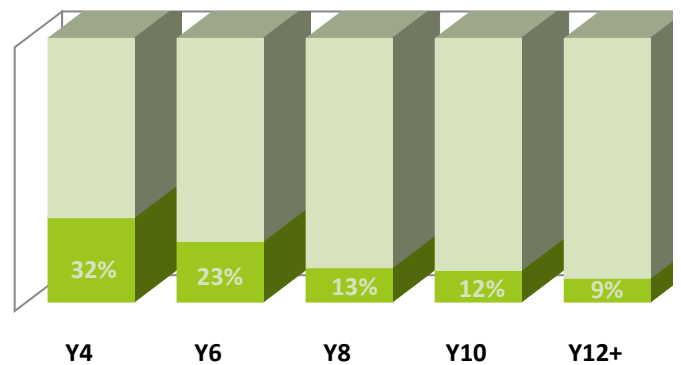
Percentage of pupils who worry about problems with friends at least 'quite a lot'



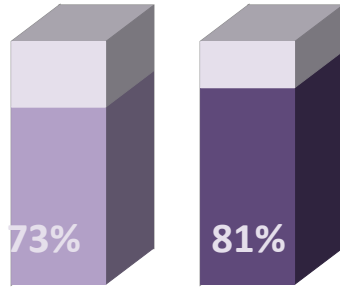
Percentage who believe that their school cares if they are happy or not



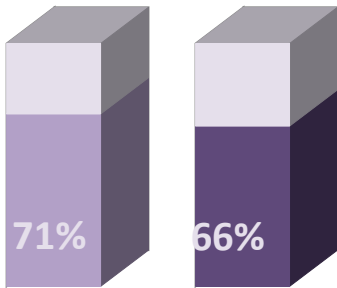
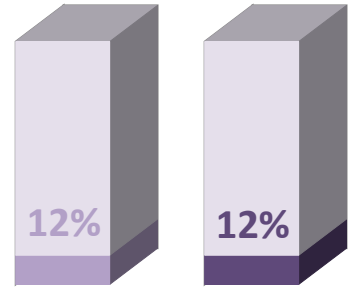
Percentage who exercised 6/7 days last week enough to breathe harder and faster



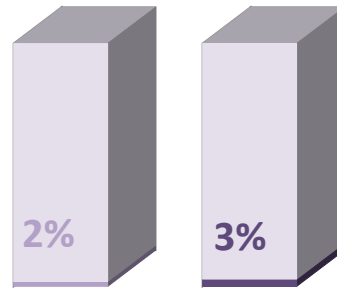
73% of younger pupils and 81% of older pupils/students described themselves as **White British**.



12% of younger pupils and 12% of older pupils/students responded that they have a long standing illness, disability or special need.

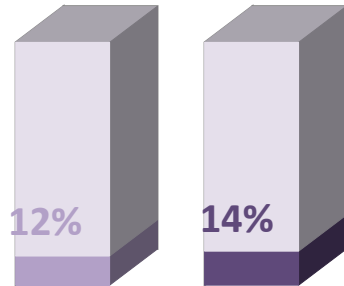


71% of younger pupils and 66% of older pupils/students responded that they live with their Mum and Dad together.

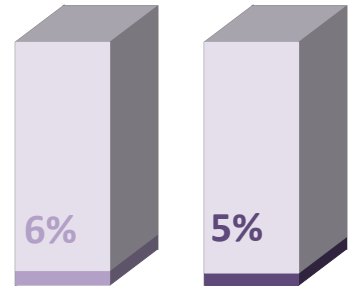


2% (21 pupils) of younger pupils and 3% (82 pupils) of older pupils/students responded that they have a parent/carer who is in the British Army, Royal Navy, Royal Air Force or the Reserves.

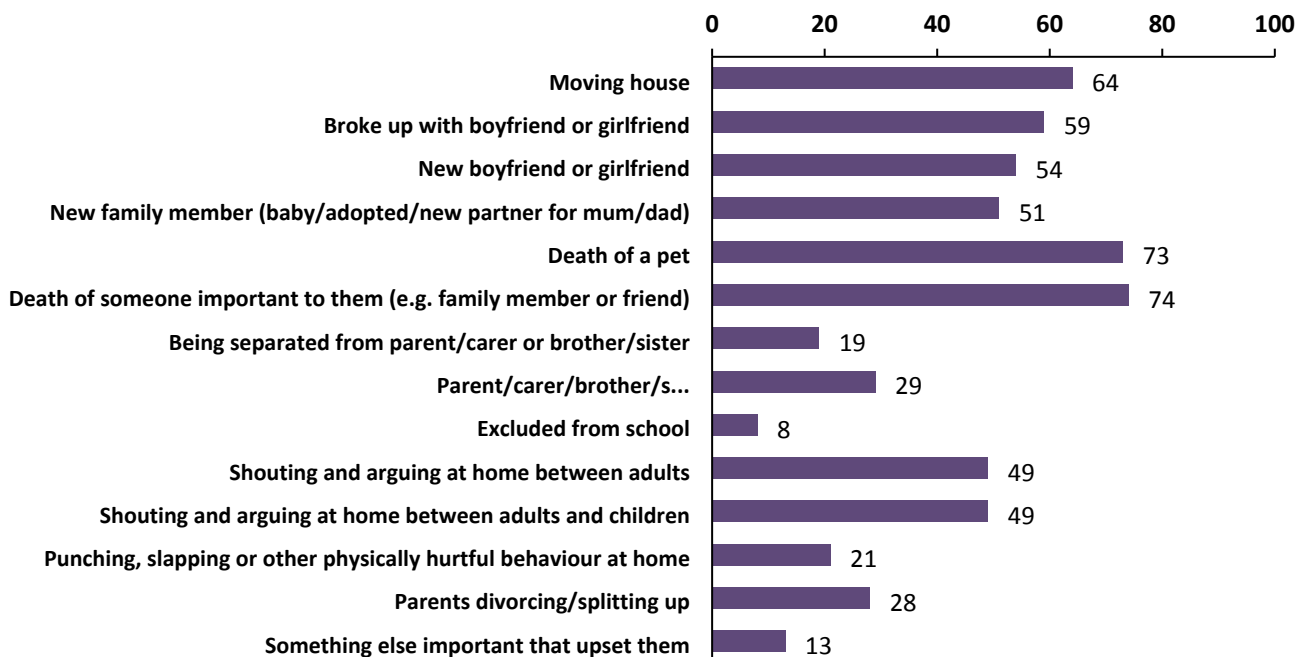
12% of younger pupils 14% of older pupils/students responded that they live 'mainly or only' with their Mum, while 1% and 1% respectively said they live 'mainly or only' with their Dad.



6% of younger pupils and 5% of older pupils/students responded that they currently have free school meals.



Percentage of older pupils/students who have ever experienced stressful life events

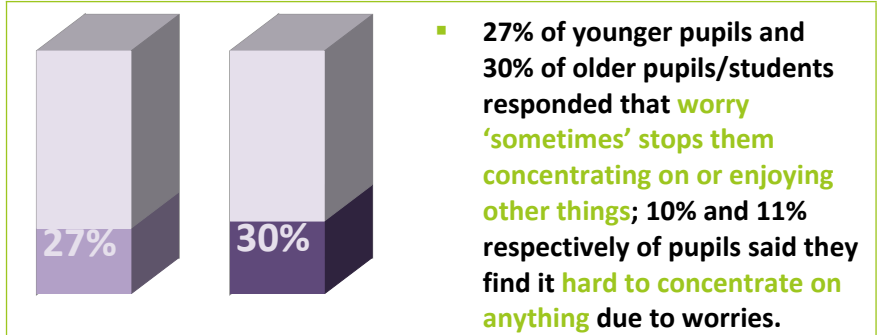


- 3% (62 pupils) of younger pupils and 5% (119 pupils) of older pupils/students responded that they are 'not happy at all' with their life at the moment.



- 28% of younger pupils responded that worry and anxiety doesn't affect their life 'at all', while 36% said they can usually deal with any feelings of worry.
- 42% of older males and 17% of older females responded that worry and anxiety doesn't affect their life 'at all', while 30% said they can usually deal with any feelings of worry.

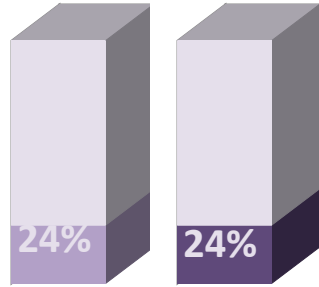
- 78% of younger pupils responded that they are 'quite happy' or 'very happy' with their life at the moment.
- 67% of older males and 52% of older females responded that they feel at least 'quite' happy with their life at the moment.



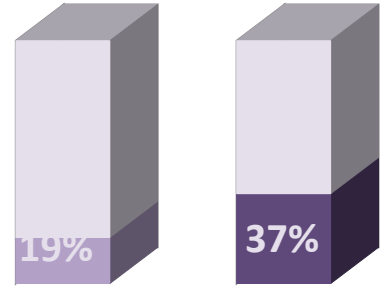
- 27% of younger pupils and 30% of older pupils/students responded that worry 'sometimes' stops them concentrating on or enjoying other things; 10% and 11% respectively of pupils said they find it hard to concentrate on anything due to worries.

We derived a self-esteem score from the responses to a set of statements taken from a standard self-esteem enquiry method developed by Denis Lawrence (Lawrence, 1981). The scale is based on self-image and confidence in relationships.

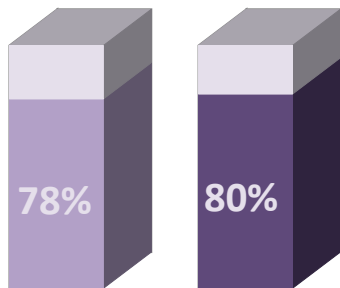
- 24% of younger pupils and 24% of older pupils/students had a med-low self-esteem score (up to 9).
- 36% and 39% respectively had a high self-esteem score (15 or more).



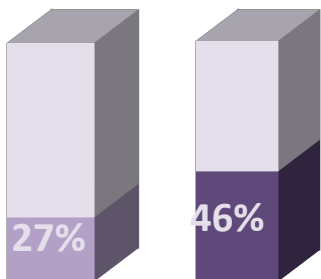
- 19% of younger pupils and 37% of older pupils/students had a low measure of resilience (0 – 19).
- 41% of younger pupils and 18% of older pupils/students had a high measure of resilience (26+).



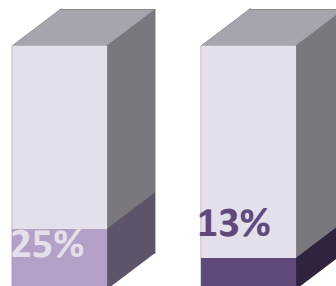
- 75% of younger pupils responded that they feel happy talking to other pupils at school.
- 78% of younger pupils and 80% of older pupils/students responded that they worry about at least one of the listed issues 'quite a lot' or 'a lot'.



- 44% of younger pupils and 33% of older pupils/students responded that if something goes wrong, they are 'usually' or 'always' calm and can carry on, while 59% and 47% respectively learn from it for next time and 19% and 26% get upset and feel bad for ages.
- 75% of younger pupils and 59% of older pupils/students responded that if at first they don't succeed, they 'usually' or 'always' keep on trying until they do, while 54% & 46% respectively ask for help and 9% & 14% give up.



- 27% of younger pupils and 46% of older pupils/students responded that they worry about study/exams/tests 'quite a lot' or 'a lot', while 24% of younger pupils said the same of the way they look; 20% of older males and 46% of older females



- 25% of younger pupils and 13% of older pupils/students responded that they can 'rarely' or 'never' say no when a friend wants them to do something they don't want to do.

worry at least 'quite a lot' about the way they look.

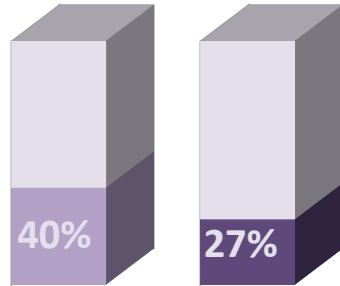
A snapshot across the year groups showing results from Y4 to Y12

How much do you worry about the issues listed below? % responding 'quite a lot' or 'a lot'						
	Y4	Y6	Y8	Y10	Y12+	
School-work problems/exams/tests	26	28	34	51	61	
The way you look	24	23	28	36	37	
Healthy eating	32	26	25	24	26	
Health	29	22	22	22	23	
Being bullied	34	22	18	13	5	
Feeling sad or upset a lot of the time	22	19	19	24	27	
Problem with friends	21	17	24	25	21	
Puberty and growing up	26	22	15	14	10	
Other	6	5	2	2	2	
Social media	13	9	15	17	14	
Career/future	*	*	42	52	62	
Money problems	*	*	12	18	25	
Parents/carers not getting on with each other/divorce	*	*	19	17	14	
Relationship with boyfriend/girlfriend	*	*	11	12	16	
Problems between children and parents/carers in your family	*	*	13	13	12	
Sex and relationships	*	*	5	8	14	
Drugs/alcohol	*	*	4	5	2	
Your sexuality	*	*	3	6	5	
Worrying summary: Percentage of pupils who worry about at least one of the issues listed						
	Y4	Y6	Y8	Y10	Y12+	
Never/Hardly ever	4	5	4	6	4	
A little	14	20	19	14	9	
Quite a lot	15	24	26	26	30	
A lot	67	51	51	54	58	
When you have a problem or feel stressed, what do you do about it?						
	Y4	Y6	Y8	Y10	Y12+	
Talk to someone in my family about it	64	69	63	46	44	
Talk to a friend at school about it	44	36	47	47	52	
Listen to music	40	28	45	53	58	
Think about it on my own	38	31	37	41	51	
Watch TV	36	22	30	29	31	
Keep busy with other things	31	24	33	30	38	
Rest or sleep more	31	23	24	28	35	
Play computer games	30	25	28	26	22	
Do nothing	10	13	19	27	29	
Exercise more	21	17	11	16	25	
Eat more	14	7	11	18	26	
Eat less	*	*	11	12	18	
Cut or hurt myself	*	*	8	8	9	
Drink alcohol	*	*	1	6	13	
Smoke a cigarette	*	*	1	5	6	
* Not asked in this age group						
All figures are percentages						

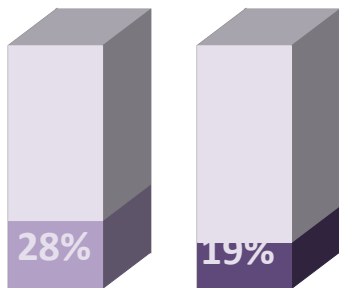
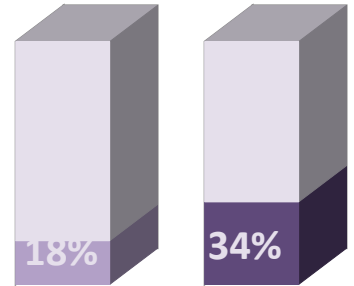
Where would you go first for help or information about the following? All figures are percentages											
	Their family	School teachers/lessons	Friends	Social media	Young people's worker	Books and magazines	Youth project/centre	Telephone helpline/ text	Internet	School nurse	Nowhere/no-one
Younger pupils											
School-work problems/exams/tests	50	36	7	1	0	0	0	0	2	0	3
Their health	82	1	2	0	0	0	0	0	0	6	6
The health of someone in their family	77	4	6	1	0	0	0	2	1	2	6
The future	67	3	16	2	0	1	0	0	1	0	8
Problems with being friends	52	18	22	1	0	0	0	0	0	0	6
Feeling sad or upset a lot of the time	70	8	12	0	1	1	0	0	0	1	6
Healthy eating	79	2	3	1	0	1	0	0	1	3	9
The way they look	64	1	15	1	0	1	0	0	1	1	14
Growing up and body changes	76	3	5	1	0	1	0	0	1	3	10
Being a boy or girl	64	1	5	0	0	0	0	0	0	1	25
Being bullied	61	21	8	0	0	0	0	1	0	0	7
Problems with social media e.g. Instagram, Snapchat etc.	68	3	7	1	1	0	0	0	1	0	13
Older pupils/students											
School-work problems/exams/tests	43	32	10	0	0	0	0	0	3	0	6
Their health	69	0	5	1	0	0	0	0	5	3	10
The health of someone in their family	63	2	12	0	1	0	0	1	2	2	11
Career/future	60	11	7	1	1	0	0	0	4	0	8
Problems with friends	46	6	26	1	0	0	0	0	1	0	14
Parents/carers not getting on with each other/divorce	34	5	26	0	1	0	0	1	1	1	25
Problems between children and parents/ carers	40	5	19	0	1	0	0	1	1	1	25
Sex and relationships	35	2	27	0	0	0	0	0	3	2	24
Feeling sad or upset a lot of the time	49	2	20	1	0	0	0	0	2	1	20
Healthy eating	59	1	6	1	0	1	0	0	4	2	20
Drugs/alcohol	45	3	16	0	1	0	0	1	3	2	23
The way they look	36	1	24	2	0	0	0	0	2	1	28
Growing up and body changes	52	2	10	1	0	0	0	0	3	1	25
Their sexuality	43	1	10	1	0	0	0	0	2	1	37
Their gender	45	1	8	0	0	0	0	0	1	0	38
Being bullied	52	7	12	0	0	0	0	0	0	0	20
Problems with social media (e.g. Instagram, Snapchat etc.)	34	2	24	1	0	0	0	0	1	0	23

Each percentage is given a coloured block proportional to the number to help pick out highlights.

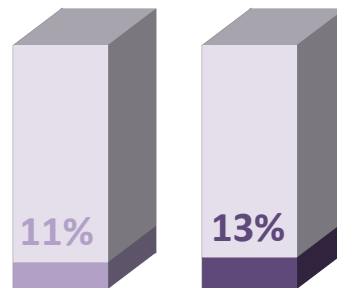
- 40% of younger pupils and 27% of older pupils/students responded that they feel afraid of going to school because of bullying at least 'sometimes'.



- 18% of younger pupils and 34% of older pupils/students responded that they think they have been picked on or bullied because of the way they look, while 10% and 13% respectively think they have been bullied because they find it particularly easy or difficult to learn.

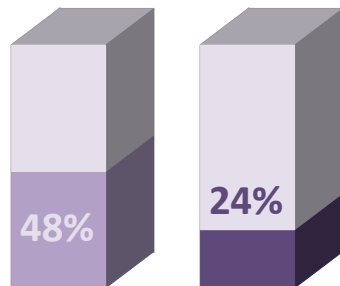


- 28% of younger pupils and 19% of older pupils/students responded that they have been bullied at or near school in the last 12 months.

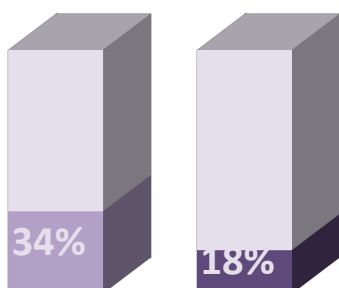
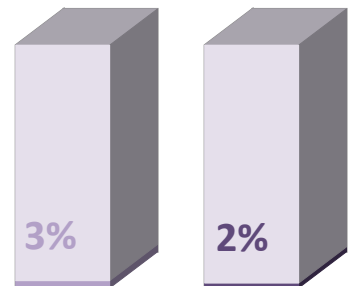


- 11% of younger pupils and 13% of older pupils/students responded that they have upset or hurt someone else on purpose at school in the last 12 months.

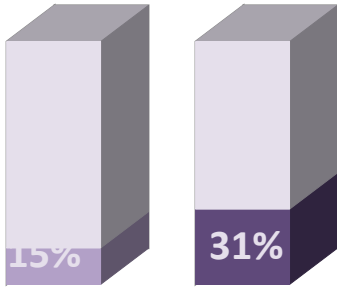
- 48% of younger pupils and 24% of older pupils/students responded that it was 'very helpful' that school has clear rules about bullying.



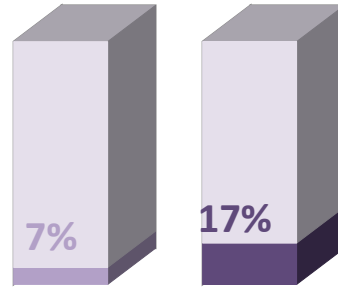
- 3% (58 children) of younger pupils and 2% (58 children) of older pupils/students responded that they think others may fear going to school because of them.



- 46% of younger pupils and 25% of older pupils/students responded that it was 'very helpful' that they are told to report when other people are bullied.
- 48% of younger pupils and 29% of older pupils/students responded that it was 'very helpful' to have people you can talk to about bullying.
- 34% of younger pupils and 18% of older pupils/students responded that it was 'very helpful' to have lessons about avoiding/dealing with bullying.

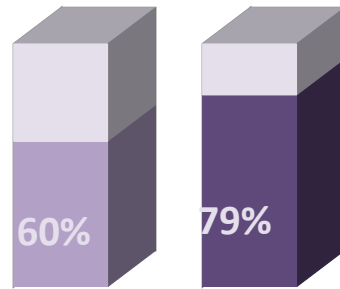


- 15% of younger pupils and 31% of older pupils/students responded that **someone has written or shown things online to hurt or upset them** (with text, pictures or video).

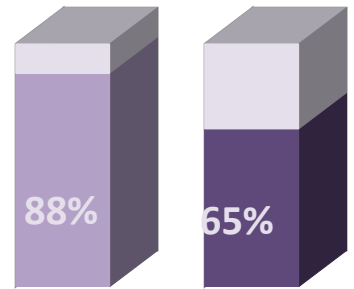


- 7% (146 pupils) of younger pupils and 17% of older pupils/students (521 pupils) responded that they got **at most 6 hours sleep** the night before the survey.

- 60% of younger pupils and 79% of older pupils/students responded that they have **been taught or given advice about communicating with people they have only met online and**



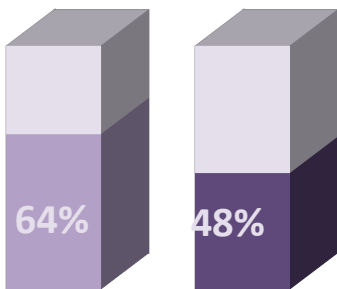
- 88% of younger pupils and 65% of older pupils/students responded that they got **at least 8 hours sleep** the night before the survey.



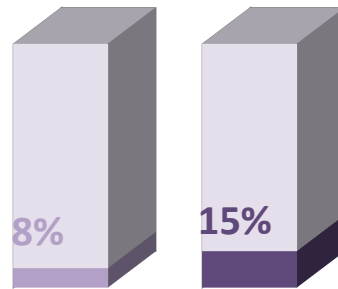
35% and 57% respectively said they have been taught or given advice about CEOP's 'Report Abuse' buttons. Buttons like this link to the National Crime Agency's CEOP Command (formerly the Child Exploitation and Online Protection Centre).



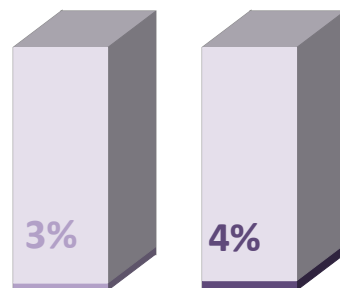
- 73% of younger pupils and 62% of older pupils/students responded that they amount of sleep they normally get is enough for them to **concentrate on their school work**, while 8% and 15% respectively said **it isn't enough sleep**.



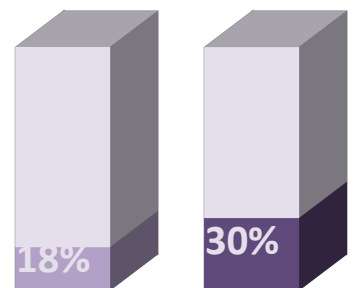
- 64% of younger pupils and 48% of older pupils/students responded that they have **been taught or given advice about internet safety and 'always' follow the advice** they have been given.



- 3% (36 pupils) of younger pupils and 4% (115 pupils) of older pupils/students responded that they have been taught or given advice about internet safety and **'never' follow the**

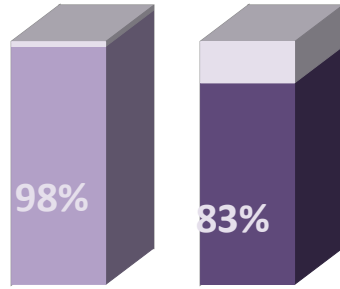


- 64% of younger pupils and 48% of older pupils/students responded that they amount of sleep they normally get is enough for them to feel awake all day, 18% and 30% respectively said **it isn't enough sleep**.

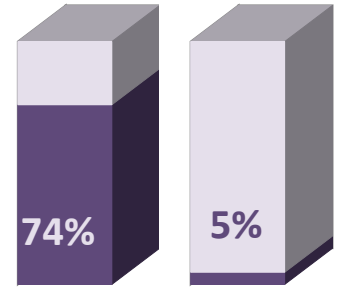


advice they have been given while 21% and 40% respectively said they do so only **'sometimes'**.

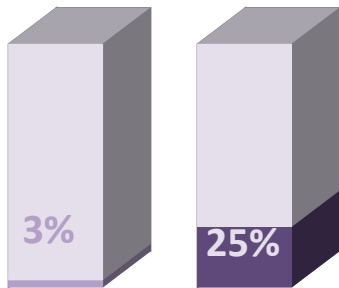
- 98% of younger pupils and 83% of older pupils/students have **never smoked at all**.



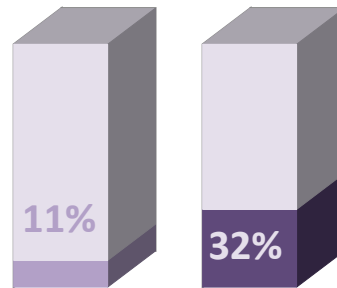
- 74% of older pupils/students responded that they have **never tried vaping**. 21% have tried once or twice or vaped in the past and 5% **vape occasionally or regularly**.



- 4% of older pupils/students have **smoked in the last 7 days**.



- 3% of younger pupils (Y6) and 25% of older pupils/students (52% Y12) **had an alcoholic drink last week**.



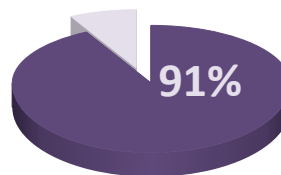
- 11% of younger pupils (Y6) and 32% of older pupils/students (49% Y12) **know someone personally who uses drugs**.

- 17% of older pupils/students responded that they usually get their alcohol **at parties**. 30% said **my parents/carers give it to me or buy it for me**.

Relationships – older pupils

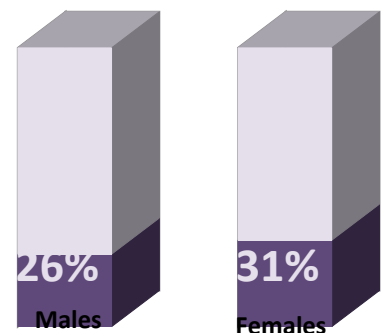
We asked older pupils/students about **controlling and abusive behaviour in relationships**, asking them if they thought they were always wrong, and if they had ever experienced them, as below:

- Telling you what to wear
- Telling you who you can and can't see
- They kept checking your phone
- Checking where you are all the time
- Using hurtful/threatening language
- Threatening to spread rumours about you
- Being jealous/possessive
- Pushing
- Hitting
- Demanding undressed/sexual photos
- Forcing you to do what you don't want (e.g. having sex)

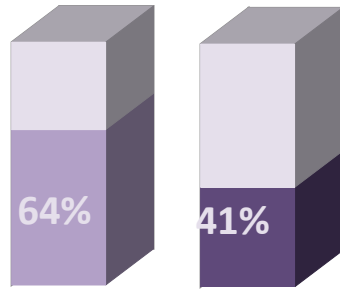


- 91% of older pupils/students responded that they think **hitting is always wrong** in a relationship; 90% feel the same about forcing you to do what you don't want (e.g. having sex).

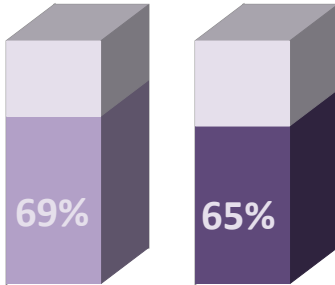
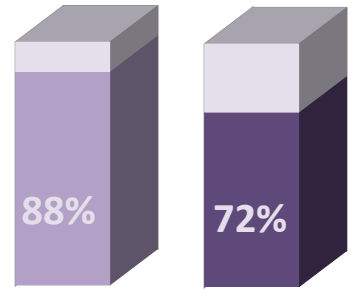
- 26% of older males and 31% of older females responded that they have experienced **at least one of the negative behaviours listed** while in a relationship with a boyfriend/girlfriend
- 5% said they have with their current boy-/girl-friend.



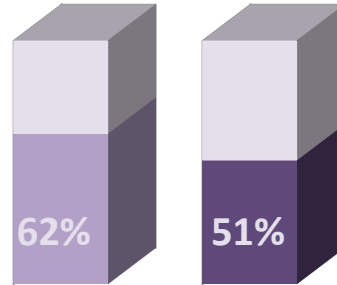
- 64% of younger pupils and 41% of older pupils/students agreed that the school cares whether they are happy or not.



- 88% of younger pupils and 72% of older pupils/students responded that their work is marked so they can see how to improve it.



- 69% of younger pupils and 65% of older pupils/students agreed that people of different backgrounds are valued in their school.

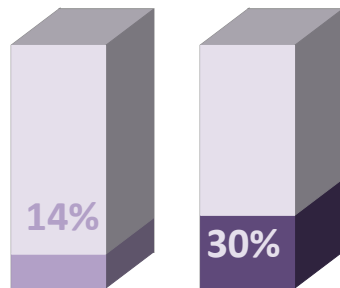


- 62% of younger pupils and 51% of older pupils/students responded that their school prepares them for when they leave.

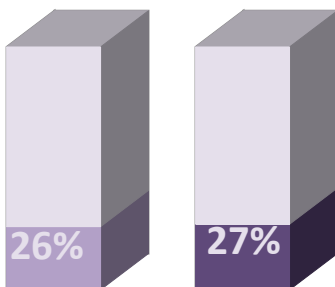
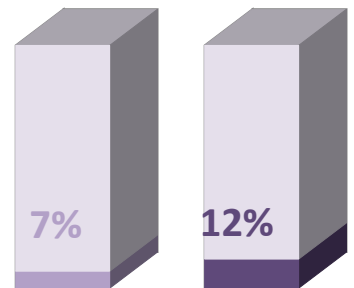
- 27% of older pupils/students responded that they think their views are listened to in school. 13% thought their views made a difference to how school is run.

Physical Activity

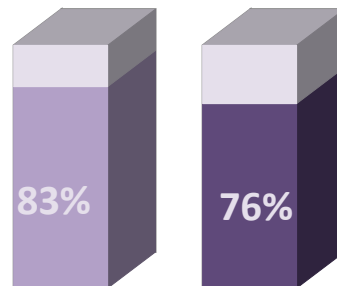
- 14% (302 pupils) of younger pupils and 30% (946 pupils) of older pupils/students responded that they do at most one weekly sport or activity in their own time.



- 7% of younger pupils and 12% of older students responded that they didn't exercise enough to breathe harder at all, the week before the survey.

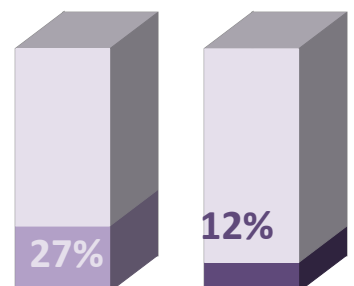


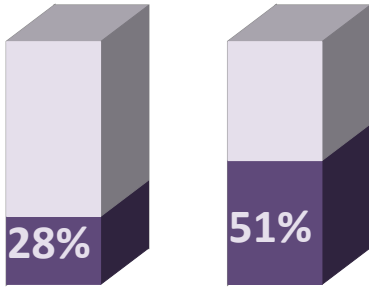
- When asked what stopped them from being more physically active, 26% of younger pupils and 27% of older pupils/students said not enough time.



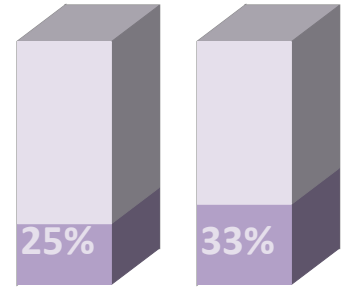
- 83% of younger pupils and 76% of older students responded that they exercised enough to breathe harder on at least two days in the week before the survey.

- 27% of younger pupils and 12% of older pupils/students said they exercised enough to breathe harder on six or seven days in the week before the survey.

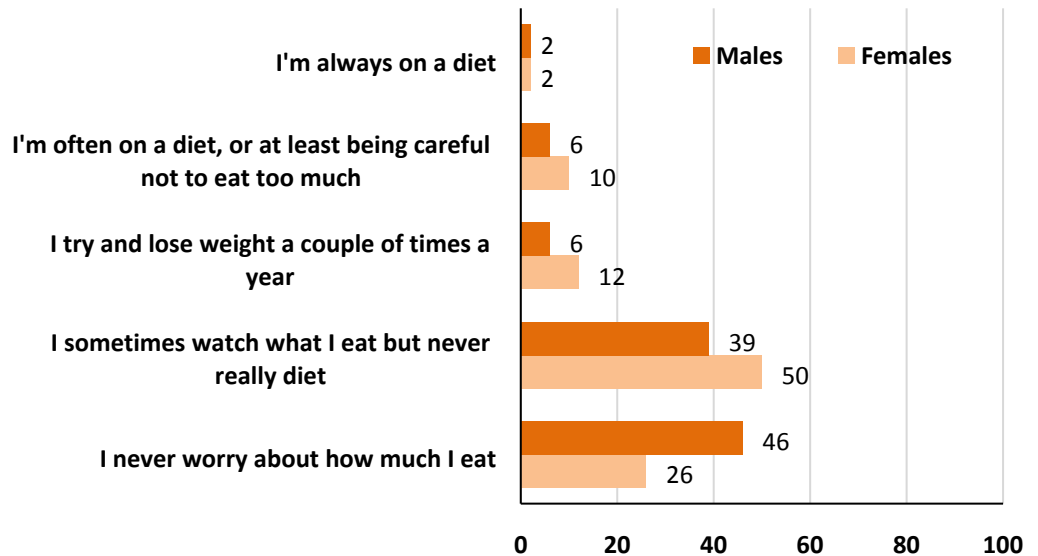




- 28% of older males and 51% of older females responded that **they would like to lose weight**.
- 25% of Year 6 boys and 33% of Year 6 girls said the same.
- 64% of older males and 46% of older females responded that **they were happy with their weight as it is**.



- 36% of older pupils/students responded that they **'never' worry about how much they eat**, while 44% said they **'sometimes' watch what they eat but never really diet**.
- 8% of older pupils/students responded that they are **'often' on a diet**, or being careful not to eat too much; 2% said they are **'always' on a diet**.

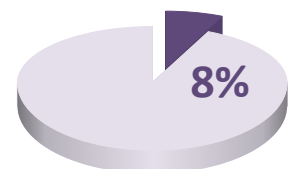


- There are marked gender differences in attitudes to healthy weight, as we might expect. Other gender differences are explored on page 15.

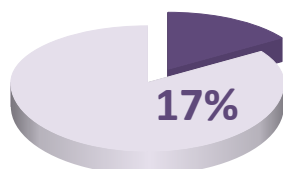
- 10% of older pupils/students responded that they have, at some point, regularly **made themselves sick** (7% of Y10 males, 11% of Y10 females); 1% said they have **done so this term**.



- 8% of older pupils/students responded that they have, at some point, **dieted to an extreme degree** (3% of Y10 males, 14% of Y10 females); 2% said they have **done so this term**.

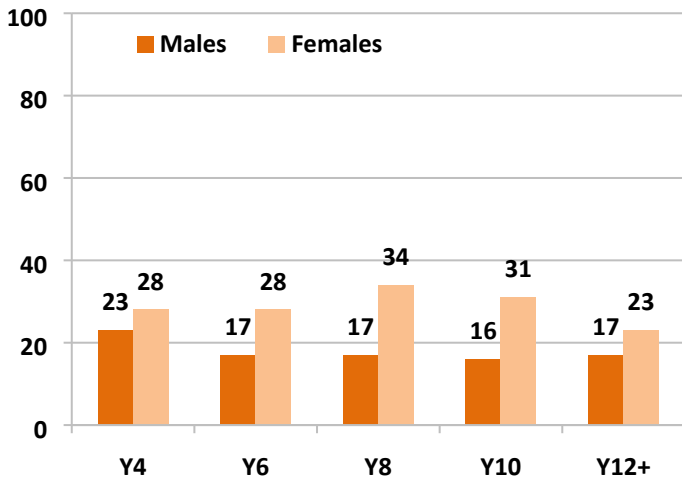


- 17% of older pupils/students responded that they have, at some point, done an **unusual amount of exercise** to lose weight (11% of Y10 males, 23% of Y10 females); 3% said they have **done so this term**.

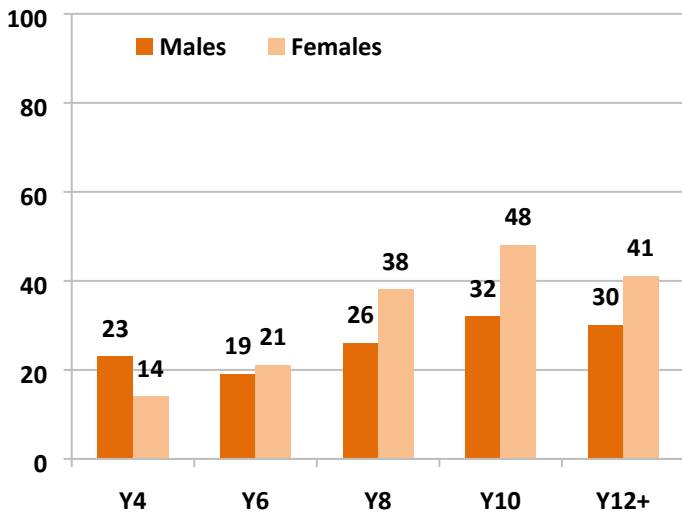


Central Bedfordshire Data

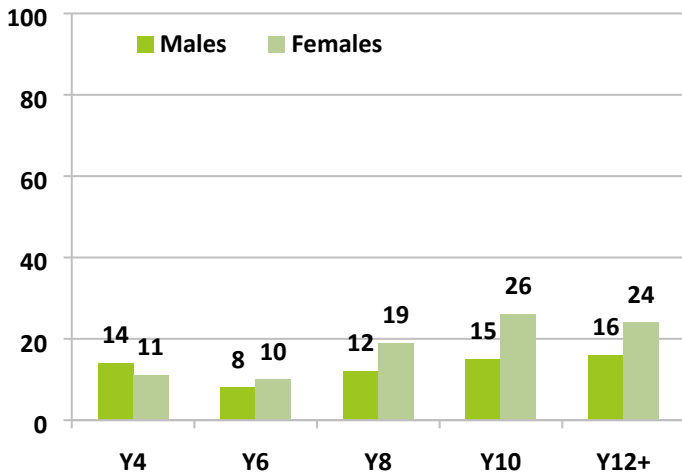
Percentage of all pupils scoring in the lowest brackets of self-esteem scores



Percentage of all pupils with a low measure of resilience (0-19).

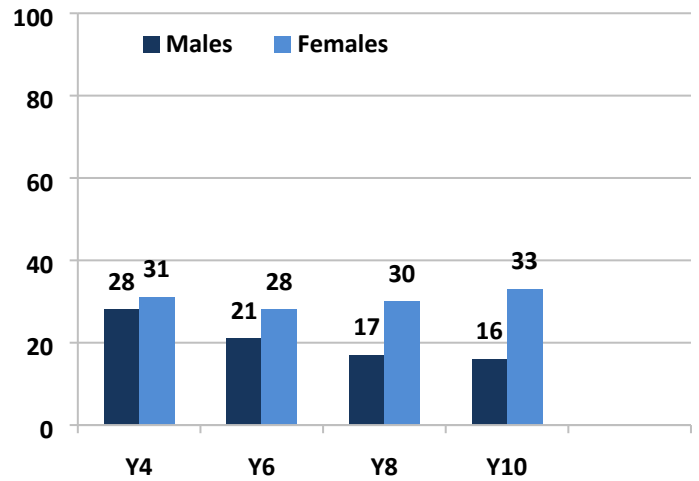


Percentage of all pupils 'not very/not happy at all' with their lives at the moment

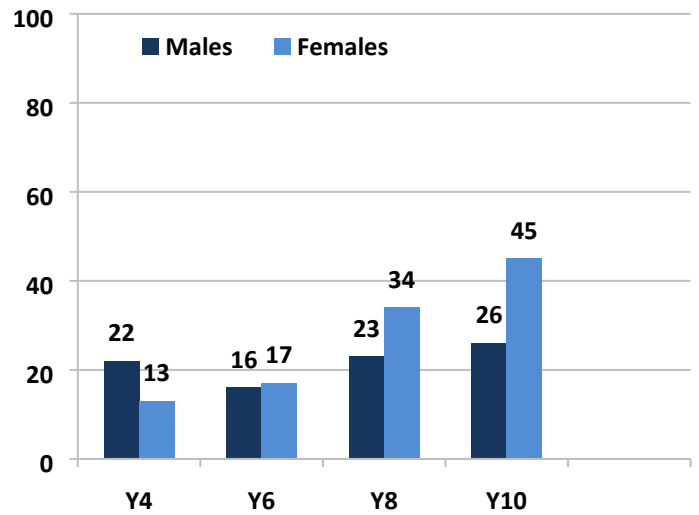


SHEU Data

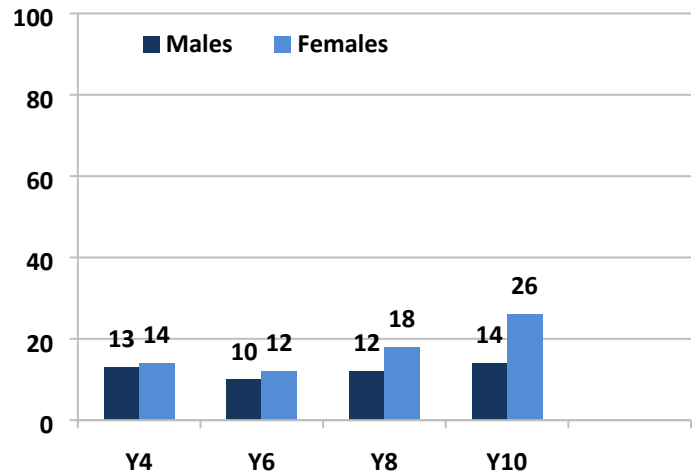
SHEU Percentage of all pupils scoring in the lowest brackets of self-esteem scores



SHEU Percentage of all pupils with a low measure of resilience (0-19).



Percentage of all pupils 'not very/not happy at all' with their lives at the moment



The findings from the Central Bedfordshire sample from 2017-2018 were compared with a large aggregate sample of 92,193 pupils from the SHEU databanks from 2016.

Notes:

Not all questions could be compared, as we were using a customised local questionnaire, so the absence of an item from the analysis below does not mean that the local figure was no different from the reference sample.

Differences of more than 4% between Central Bedfordshire and the reference sample have been selected for interest.

Younger pupils

Good news

- 69% of younger pupils in Central Bedfordshire said that they were **happy with their weight** compared with 65% of pupils in the reference sample.
- 31% of Year 4 pupils in Central Bedfordshire recorded levels of **high self-esteem** compared with 25% of pupils in the reference sample.
- 94% of younger pupils in Central Bedfordshire said that they have been **told how to stay safe** while using the Internet compared with 88% of pupils in the reference sample.
- 64% of Year 6 pupils in Central Bedfordshire said that **school cares** whether they are happy or not compared with 58% of pupils in the reference sample.
- 88% of Year 6 pupils in Central Bedfordshire said that their **work is marked** so they can see how to improve it compared with 78% of pupils in the reference sample.
- 69% of Year 6 pupils in Central Bedfordshire said that in their school people with **different backgrounds are valued** compared with 52% of pupils in the reference sample.

Not such good news

- 45% of Year 6 pupils in Central Bedfordshire said that in their school teaches them how to **manage their feelings** compared with 59% of pupils in the reference sample.
- 51% of Year 6 pupils in Central Bedfordshire said that their **views and opinions are listened to** in school compared with 59% of pupils in the reference sample.
- 40% of younger pupils in Central Bedfordshire said that are at least sometimes afraid of going to school because of **bullying** compared with 34% of pupils in the reference sample.
- 52% of Year 6 pupils in Central Bedfordshire said that they can **'usually or always say no'** to someone who is asking them to do something they don't want to do, compared with 59% of pupils in the reference sample.
- 63% of younger pupils in Central Bedfordshire said that had been to the **dentist in the last 6 months** compared with 71% of pupils in the reference sample.

Older pupils (Years 8 & 10)

Good news

- 55% of older pupils in Central Bedfordshire said that they were **happy with their weight** compared with 49% of pupils in the reference sample.
- 13% of Year 8 pupils in Central Bedfordshire said that they were fairly sure or certain that they **know someone personally who takes illegal drugs** compared with 18% of pupils in the reference sample.
- 96% of older pupils in Central Bedfordshire said that they have been **told how to stay safe** while using the Internet compared with 91% of pupils in the reference sample.
- 78% of Year 8 pupils in Central Bedfordshire said that their **work is marked** so they can see how to improve it compared with 69% of pupils in the reference sample.
- 64% of older pupils in Central Bedfordshire said that in their school people with **different backgrounds are valued** compared with 54% of pupils in the reference sample.
- 53% of older pupils in Central Bedfordshire said that their **school prepares them** for when they leave school compared with 48% of pupils in the reference sample.

Not such good news

- 21% of older boys in Central Bedfordshire had **high resilience scores** compared with 27% of boys in the reference sample.
- 61% of older pupils in Central Bedfordshire said they could **'usually or always' say no** to a friend who was asking them to do something they didn't want to do compared with 67% of pupils in the reference sample.
- 33% of older pupils in Central Bedfordshire said they know where to get **condoms free of charge** compared with 40% of pupils in the reference sample.
- 17% of older pupils in Central Bedfordshire said they had more than 10 adults they **could really trust** compared with 24% of pupils in the reference sample.
- 30% of older pupils in Central Bedfordshire said that are at least sometimes afraid of going to school because of **bullying** compared with 25% of pupils in the reference sample.

The findings from the Central Bedfordshire sample from 2014, 2015 and 2017 were compared to look for emerging trends:

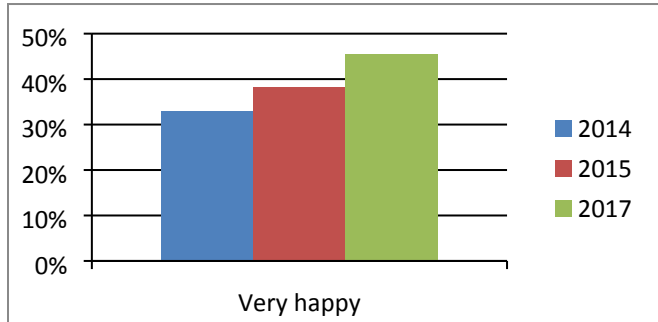
Notes:

For the secondary sample, the trends illustrated were checked with those schools that had been in all 3 waves of the survey to check that the trend was still there and not a result of differences between schools.

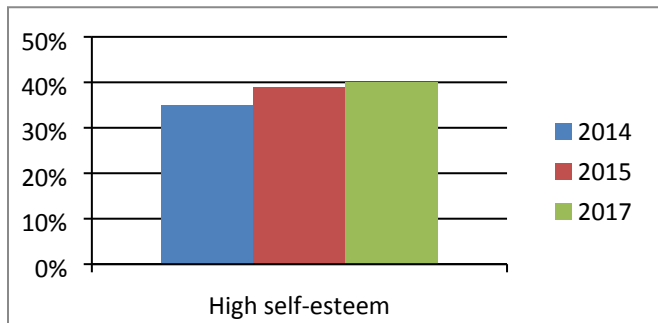
Younger pupils (Year 6)

Good news

How happy are you with your lives at the moment?

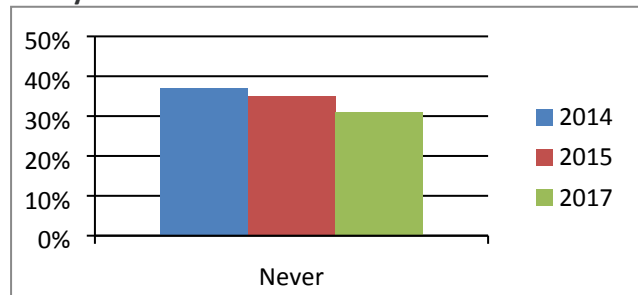


Self-esteem

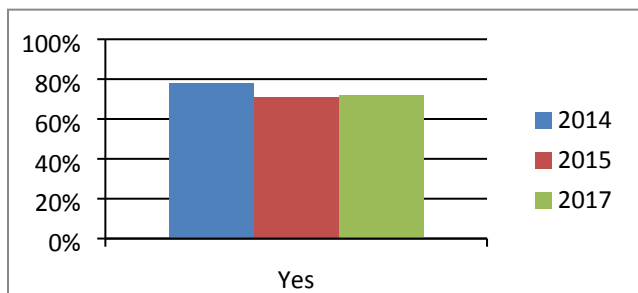


Not such good news

Worry about looks



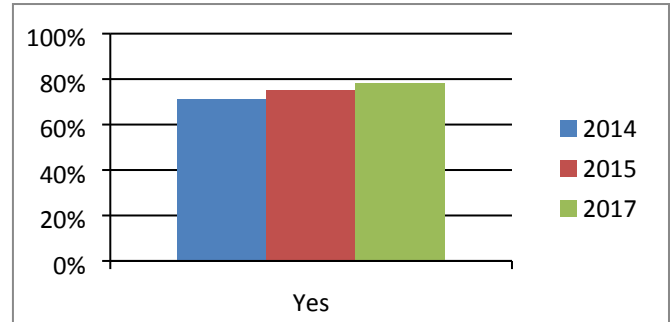
The school helps me to be physically active



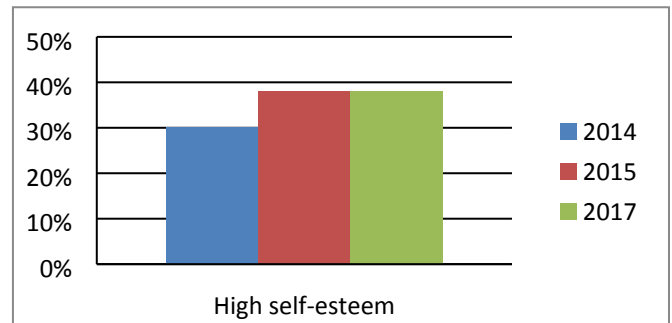
Older pupils (Years 8 & 10)

Good news

Work is marked so I can see how to improve it – Y8

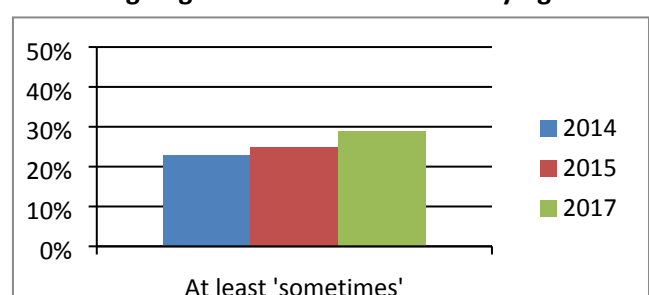


Self-esteem

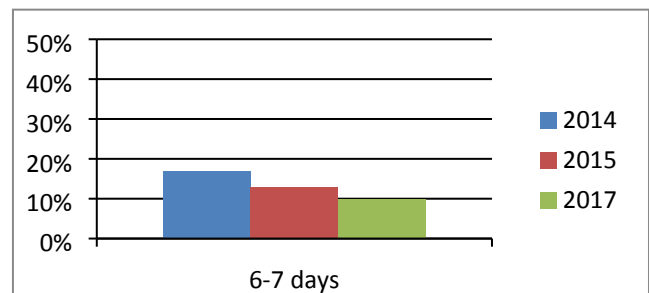


Not such good news

Afraid of going to school because of bullying – Y10



Physically active 6-7 days last week – Y10



The following is a list of statistically significant differences between secondary school aged males and females in Year 6 (ages 10-11) and Year 10 (ages 14-15), colour-coded for higher percentage reporting by gender (males blue).

The statements are listed from most statistically significant difference first:

YEAR 6

Boys	Girls	Question
56%	22%	of pupils use the internet for playing games with other people.
37%	11%	of pupils play computer games when they have a problem or feel stressed.
30%	14%	of pupils exercised enough to breathe harder on six or seven days in the week before the survey.
38%	21%	of pupils have been pushed/hit at least 'once a month or so' in the last 12 months.
35%	20%	of Year 6 pupils responded that worry and anxiety doesn't affect their life 'at all'.
84%	72%	of pupils responded that they like PE/Games lessons at school 'quite a lot' or 'a lot'.
38%	53%	of pupils have been left out or ignored at least 'once a month or so' in the last 12 months.
75%	87%	of pupils' parents/carers have talked with them about how their body changes as they grow up.
17%	28%	of pupils had a med-low self-esteem score (9 or less).
30%	43%	of pupils feel afraid of going to school because of bullying at least 'sometimes'.
30%	42%	said worry at least 'sometimes' stops them concentrating on or enjoying other things.
59%	71%	have been taught or given advice about internet safety and 'always' follow the advice.
46%	34%	of pupils had a high self-esteem score (15 or more).
15%	8%	of Year 6 pupils responded that they have a long-standing illness, disability or special needs.
10%	5%	of pupils didn't have any portions of fruit and vegetables to eat on the day before the survey.
19%	28%	responded that they worry about the way they look 'quite a lot' or 'a lot'.

YEAR 10

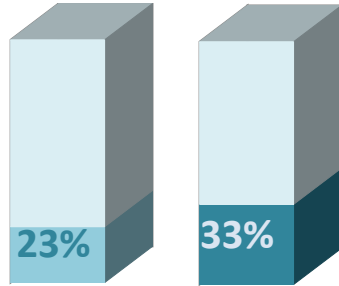
Boys	Girls	Question
24%	60%	said worry at least 'sometimes' stops them concentrating on or enjoying other things.
43%	12%	of pupils responded that they ride a bicycle in their own time at least 'weekly'.
43%	14%	of pupils responded that worry and anxiety doesn't affect their life 'at all'.
12%	40%	of pupils said if something goes wrong, they are 'usually' or 'always' get upset and feel bad for ages.
36%	64%	of pupils responded that they worry about school-work problems/exams/tests 'quite a lot' or 'a lot'.
90%	64%	of pupils responded that they use the internet for playing games.
28%	52%	responded that they would like to lose weight.
52%	28%	of pupils had a high self-esteem score (15 or more).
36%	57%	of pupils responded that they talk to a friend at school if they have a problem or feel stressed.
23%	46%	of pupils think they have been picked on or bullied because of the way they look.
19%	37%	of pupils responded that they feel afraid of going to school because of bullying at least 'sometimes'.
3%	14%	of pupils responded that they have, at some point, dieted to an extreme degree.
63%	79%	of pupils responded that they would like to be confident.
65%	48%	responded that they feel at least 'quite' happy with their life at the moment.
52%	36%	of pupils said that the amount of sleep they normally get is enough for them to feel awake all day.
67%	81%	of pupils responded that they think the pill (contraceptive pill or mini-pill) prevents pregnancy.
35%	22%	of pupils responded that there are at least six adults that they can trust.
58%	43%	of pupils responded that their school has clear rules about bullying which are 'quite' or 'very' helpful.
87%	96%	of said that they think forcing you to do what you don't want (e.g. having sex) is always wrong.
89%	96%	of pupils responded that they think hitting is always wrong in a relationship.
26%	43%	said someone has written or shown things online to hurt or upset them (with text, pictures or video).

We looked for differences among potentially vulnerable groups, looking in particular at Year 10 students. Selecting just Year 10 reduces the bias for older or younger students in the sub groups which may skew the results in this type of analysis.

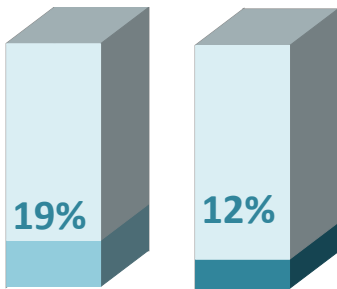
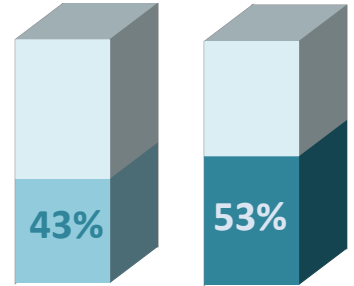
These are a selection of the differences we found:

Non White British (NWB – 215 pupils) vs. White British (WB -1227 pupils)

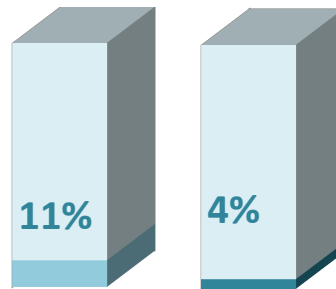
- 23% of NWB pupils and 33% of WB pupils said that their parents/carers bought/gave alcohol to them.



- 43% of NWB pupils and 53% of WB pupils said that they would go to their parents/carers if they needed support about problems with drugs or alcohol.



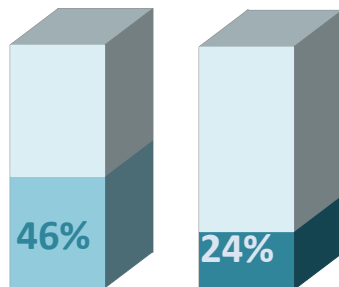
- 19% of NWB pupils and 12% of WB pupils said that their boyfriend/girlfriend has been telling them who they can and can't see.



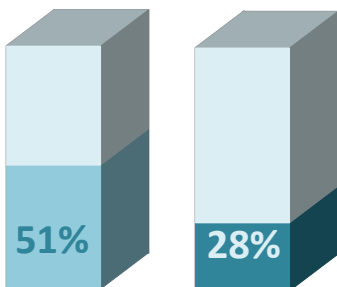
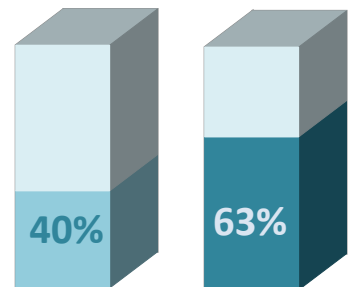
- 11% of NWB pupils and 4% of WB pupils said that they have been taught or given advice about internet safety and 'never' follow the advice they have been given.

Young carer (YC - 59) vs. Non Young carer (NYC -1359)

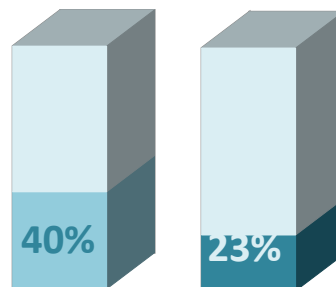
- 46% of YC pupils and 24% of NYC pupils said that someone smokes indoors at home on most days.



- 40% of YC pupils and 63% of NYC pupils said that they got at least 8 hours sleep the night before.



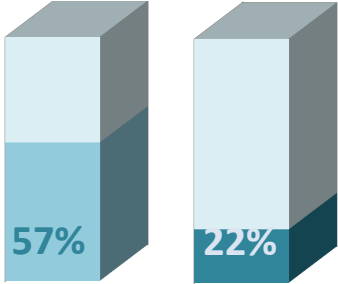
- 51% of YC pupils and 28% of NYC pupils said that they were at least sometimes afraid of going to school because of bullying.



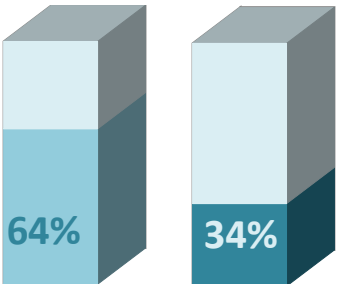
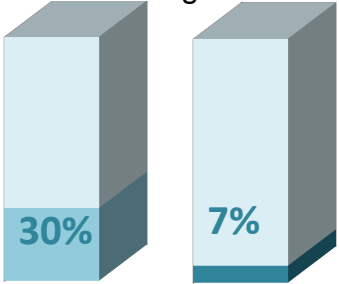
- 40% of YC pupils and 23% of NYC pupils have med-low self esteem.

Lesbian, gay and bisexual pupils (LGB - 75) vs. Non LGB (NLGB - 1396)

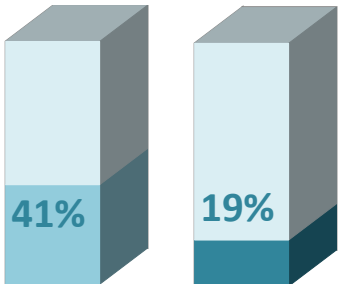
57% of LGB pupils and 22% of NLGB pupils have med-low self esteem.



30% of LGB pupils and 7% of NLGB pupils have at some point dieted to an extreme degree.



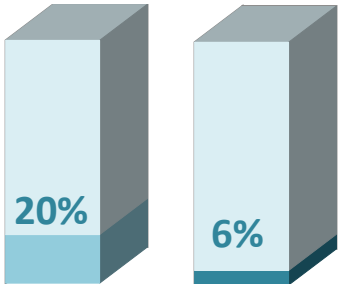
64% of LGB pupils and 34% of NLGB pupils have been picked on because of the way they look.



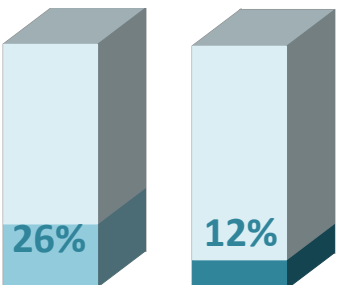
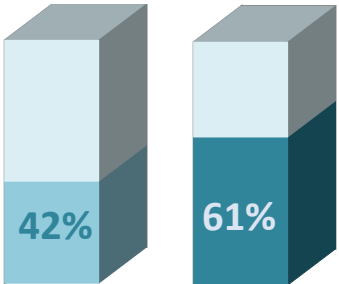
41% of LGB pupils and 19% of NLGB pupils said their boyfriend/girlfriend had been jealous or possessive.

Pupils with special educational needs (SEND - 153) vs. Non SEND (NSEND -1191)

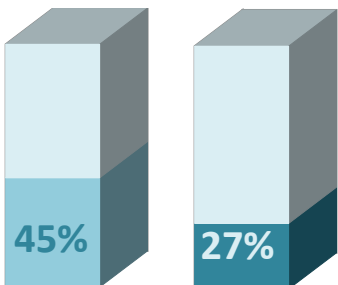
20% of SEND pupils and 6% of NSEND pupils said that they got less than 6 hours sleep the night before.



42% of SEND pupils and 61% of NSEND pupils said that they were happy with their lives at the moment.



26% of SEND pupils and 12% of NSEND pupils said that they get picked on because of how they get on in lessons.



45% of SEND pupils and 27% of NSEND pupils said that they feel 'quite' or 'very uneasy' meeting people of their own age for the first time.

Pupils from single parent families (228) were more likely to have free school meals, compared with pupils who lived with both parents (970). They were also more likely to have smoked and have a parent/carer who smokes. They are less likely to say that they had 5 portions of fruit and vegetables the day before or get enough sleep to concentrate on their schoolwork compared with pupils who live with both parents together.

There were insufficient pupils in the secondary (Year 8 and 10) sample to look for an analysis for Looked After Children (LAC) compared with the main sample. In the Younger sample (Year 4 and 6) again there were not enough LAC to produce many significant differences. One interesting difference however was that 38% of the LAC group said that they did not know enough about how their body changes as they grow up compared with 14% of the non-LAC group.

As a result of the effort and care by staff and pupils in schools, we have excellent data to be used by schools, Central Bedfordshire Council and Bedfordshire Clinical Commissioning Group, as well as other statutory and voluntary agencies that support the health and wellbeing of children and young people in Central Bedfordshire. This work will inform action plans for joint working between and within organisations involved.

We invite everyone reading this report who has contact with young people - whether as a parent, teacher, health professional, community leader, volunteer or in some other role – to think about what the findings mean for young people in the area, and think about what you might be able to do to promote health and wellbeing and increase children and young people's resilience. We would encourage Senior Leadership Teams in all schools and colleges to prioritise health and wellbeing using a whole school approach.

PSHE/Pastoral Care Network

We would encourage Senior Leadership Teams in all schools and colleges to provide appropriate policies, resources and adequate curriculum time for high quality and purposeful Personal, Social and Health Education (PSHE) including Relationship and Sex Education (RSE) and Drug and Alcohol Education. The Central Bedfordshire PSHE/Health and Wellbeing Network provides information and support on the public health aspects of the PSHE curriculum and informs a whole school/college approach to health and wellbeing.

For further information, please contact:

Sarah James

Public Health Senior Practitioner - Children and Young People

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

sarah.james@centralbedfordshire.gov.uk

Direct dial: 0300 300 4109

<http://www.centralbedfordshire.gov.uk/schools-portal/online-resources/pshe-network/overview.aspx>

The school nursing service

All schools across Bedfordshire now have a named School Nurse who works as part of a skill-mix team. They are all qualified nurses who hold an additional, specialist public health qualification.

School Nurses are skilled in providing holistic, individualised and population health assessments, with a broad range of skills to support across a range of health issues. School Nurses are also trained to be able to provide early help around emotional and mental health issues, and can offer 4-6 sessions working with individual young people'. The service provides a weekly 'Drop-In' Service in schools and in the community in the school holidays, for all pupils from Year 7 upwards.

If you would like further information on the School Nursing Service, please email Kerry Dufraise:

kdufraise@nhs.net

Our thanks go to the staff and young people in schools for their time and contributions to this survey.

Schools involved in this survey were:

- Alameda Middle School
- All Saints Academy Dunstable
- Biggleswade Academy
- Cedars Upper School
- Chalton Lower School
- Church End Lower School
- Clifton All Saints Academy
- Clipstone Brook Lower School
- Dunstable Icknield Lower School
- Edward Peake CE VC Middle School
- Etonbury Academy
- Flitwick Lower School
- Fulbrook Middle School
- Gravenhurst Academy
- Hadrian Academy
- Hawthorn Park Community Primary
- Henlow CE Academy
- Hockliffe Lower School
- Ivel Valley School
- Langford Village Academy
- Leeton Lower School
- Linslade Academy Trust
- Maulden Lower School
- Northill CE VA Lower School
- Oak Bank School
- Pottton Lower School
- Pottton Middle School
- Queensbury Academy
- Redborne Upper School and Community College
- Russell Lower School
- Samuel Whitbread Academy
- Sandy Upper School
- Sandye Place Academy
- Silsoe CE VC Lower School
- St Mary's CE Academy, Stotfold
- St Mary's VA CE Lower School
- St Swithun's VC Lower School
- Studham CE Village School
- Sundon Lower School
- The Mary Bassett Lower School
- Thomas Whitehead CE Academy
- Thornhill Primary School
- Toddington St George CE School
- Vandyke Upper School and Community College
- Woodland Middle School Academy

For further information about the survey contact:

Sarah James
Public Health Senior Practitioner - Children and Young People

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

sarah.james@centralbedfordshire.gov.uk

Direct dial: 0300 300 4109



Central Bedfordshire - A great place to live and work - www.centralbedfordshire.gov.uk

Questionnaire design, school liaison, data processing, data analysis and report composition were all carried out or supported by SHEU (Schools Health Education Unit), an independent research unit based in Exeter. SHEU is the leading provider of school lifestyle surveys in the UK, and undertakes other consultation, monitoring, evaluation or bespoke research projects for local government, the NHS, agencies, charities, schools and colleges. SHEU was established in 1977 by John Balding.

SHEU can be contacted directly:

Angela Balding, Survey Manager
Schools Health Education Unit

3 Manaton Court,
Matford Park,
EXETER, Devon EX2 8PF

01392 66 72 72
angela.balding@sheu.org.uk

This page is intentionally left blank

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

22 May 2018

Work Programme & Executive Forward Plan

Advising Officer: Rebecca Preen, Scrutiny Policy Adviser
rebecca.preen@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.

RECOMMENDATIONS

The Committee is asked to:

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

Overview and Scrutiny Work Programme

1. During 2016/17 Members have been invited to share their experiences of the overview and scrutiny process and make suggestions to the Overview and Scrutiny Coordination Panel (OSCP) on future ways of working. This feedback was subsequently considered by the OSCP who resolved to encourage the OSCs to apply the following principles for ways of working:-
 - a. activity be led by the OSCs and residents as well as the Executive Forward Plan;
 - b. more policy development activity be undertaken through the exploration of proposals and principles at the earliest opportunity of commencement of strategy development;
 - c. shorter more focused agendas through prioritisation of items that add value and enable outcomes; and
 - d. create more time for Members outside of formal meetings in addition to providing more opportunity to brief Members informally on some topics.
2. In addition, the OSCP agreed that given the current experience with regard quarterly performance and budget reports a trial should be

undertaken whereby these reports will only be received by the Corporate Resources OSC from April onwards. This trial will enable Members to determine whether this approach provides greater focus on these aspects of scrutiny. All Members will be able to request an item to be added to the agenda of any the OSCs on aspects of budget or performance. The Corporate Resources OSC will also be able to refer matters to the relevant OSC for a 'deep-dive' of any topic if there is a particular concern.

3. The Committee is requested to consider the work programme and the indicated outcomes at **appendix 1** and to amend or add to it as necessary.
4. In considering which items should be added to the work programme Members are encouraged to minimise duplication, focus on those items that have been requested by residents and the committee and to focus on those items where Members can add value.
5. The work programme aims to provide 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.

Overview and Scrutiny Task Forces

6. 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

7. 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
Proposed Change to Designation of Church End Lower School, Marston Moretaine from a Foundation School to a Church of England Voluntary Controlled School	12 June 2018
Pupil Attainment (Recommendations from the Overview and Scrutiny Enquiry)	12 June 2018
Executive Response to Overview and Scrutiny Enquiry on Pupil Attainment	7 August 2018
Consultation on the Council's Admission Arrangements for the Academic Year 2020/21	9 October 2018
Non Key Decisions	Indicative Exec Meeting date
None identified at this time	

Corporate Implications

8. The work programme of the Overview and 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

9. 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.

Appendices

Appendix A: OSC work programme

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>

This page is intentionally left blank

Appendix 1

Children's Services OSC Work Programme (2018/19)

Meeting date	Report Title	Outcomes we are seeking to achieve
Tuesday, 10 July 2018	Director of Public Health's Annual report on Children and Young People	To receive an update on the progress of the 'Call to Action' declared in the Director of Public Health's Annual report on Children and Young People - (December 2016).
Tuesday, 10 July 2018	The First 1001 Days of a Child's Life	To receive information on the individual elements of the Children and Young People's Development Plan, providing the Committee with the opportunity to comment on the future of each area.
Tuesday, 10 July 2018	The School Organisational Plan	To receive a report detailing the school organisational plan, providing the Committee with the opportunity to monitor progress and future developments in relation to the educational landscape in Central Bedfordshire.
Tuesday, 10 July 2018	SEND Vision and strategy	To receive a report on the SEND Vision and Strategy
Tuesday, 10 July 2018	Children with Disabilities Short Breaks and Efficiencies	To review the impact of the proposed transformation of short breaks for children with disabilities.
Tuesday, 11 September 2018	Local Safeguarding Children's Board annual report	To receive a statutory report from the LSCB
TBC	The Children's Transformation programme	To receive a report in relation to the Children's Transformation Programme, providing the Committee with the opportunity to monitor proposals and the future of the service.
TBC	Children's Centres progress	To receive a report detailing progress and future developments in relation to children's centres within Central Bedfordshire
TBC	The Travel Assistance Policy	To receive a report detailing proposed changes to school travel assistance.
July 2018	Possible special or alternative date - the Future of Shelton Lower School	To consider the outcomes of a public consultation on the future of Shelton Lower school

