

**Central Bedfordshire Council**

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

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**Task Force Enquiry, Pupil Attainment in Central Bedfordshire**

Report of Cllr Tom Nicols (Enquiry Chairman)

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**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](http://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](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>