

**Children's Services**  
**Overview and Scrutiny Committee**  
**Recommendations 2010-2011.**

**Please note that the Update from the Executive Member is in bold**

**To Policy and Review August 2010 from Children's Services Overview and Scrutiny Committee.**

The Committee is asked to:

1. Receive and note the report and any additional information reported at the meeting on the work of the Children's Services Overview and Scrutiny Committee.
2. Agree that the following topics are included in this Committee's work programme:
  - Disability, how schools meet the needs of disabled and special needs
  - Gifted and Talented
  - Training into work and the transfer from the learning skills council

**To Policy and Review November 2010 from Children's Services Overview and Scrutiny Committee.**

That the Policy and Review Committee note the progress of the Children's Services Overview and Scrutiny Committee and agree the revised focus for the work of the Committee.

**To Policy and Review April 2011 from Children's Services Overview and Scrutiny Committee.**

**Recommendations**

Academies and Free Schools

1. That the Committee be kept up to date on the current status of schools in the borough and any changes that may come about in the near future and the implications for education of our children.

**Beardwood Academy Application**

**The DfE have confirmed in writing to the School that they have decided not to issue an Academy Order. The reasons given are that at this late stage to do so would cause severe disruption to all those involved and would override a set of statutory school closure plans that the vast majority of local consultation respondents approved at the time and that the transition arrangements for staff and pupils are well advanced.**

**The school will be supported to ensure an effective change management process is implemented.**

#### **Tauhedul Islam Boys School - Free School**

**The Trustees have been notified that the DfE have approved the business case and plan to establish Tauheedul Boys School. The DfE will proceed with a funding agreement. This marks a significant step in the process to open the School in September 2012.**

**The school will open in September 2012 with admissions in Year 7 and Year 8. Their admission number is 75.**

#### Budget and Service Reviews

2. That the Committee note the assessment of the projected impact of budget reductions on performance and service delivery and would like to continue monitoring services to see whether services can actually improve performance due to focusing on the core issues relating to children.

**Budget reductions are being achieved in year one. Achieving the savings in year two will be more challenging. Going forward Business planning will be more closely tied in with budgeting this year so that performance targets will be further aligned with plans and budgets bringing together policy decisions and budgets.**

**All services have been affected by budget reductions. Staff have worked extremely hard, under these very challenging circumstances to maintain levels of performance.**

3. That an impact assessment be drawn up to enable the Committee to measure the ways that performance and service delivery is effected.

**Further guidance and corporate templates and processes are now firmly in place to ensure Equality Impact Assessments are undertaken for each policy decision.**

4. That impact on children leaving school and entering education, training or employment be included in future monitoring.

**Currently, we have two ways of measuring impact for those who have left school. This is through the once yearly snapshot measure of destinations of school leavers at 16, which gives the first destination. The other measure, available monthly, is the young people's destination information which is collected on an ongoing basis. This is for the three year groups who are 16-18 on September 1st of the academic year in which the statistics are produced. Both these data sets are collected and reported by Connexions.**

**The first measure, for 2010 school leavers only, shows that:**

- **84.9% are in full time learning**
- **2.2% went into apprenticeship**
- **3.6% went into employment (without government funded training)**
- **The remainder were actively seeking an opportunity, unavailable for learning or work, or did not respond to the survey**

The second measure, across all three years 16-18 reports as follows (two years' comparison, number in brackets).

	July 2010	July 2011
In Learning (school, college Apprenticeship)	62.3% (3875)	64.9% (3970)
Employment without training	7.4% (462)	6.9% (370)
Not in education, employment Or training (NEET)	9.6% (600)	9.4% (572)
Not Known	20.4% (1270)	19.4% (1188)

From April 2012, a new, national measure is to be put in place, which will publish each school's performance on destinations of their learners at the end of key stage 4 (after year 11) and through tracking, will also measure the destination at the end of key stage 5 (after year 13). So, as an example, Witton Park statistics to be published in April 2012 will include information about those who have left the previous summer, and those who left two years prior to that. Next year's statistics will include learning destinations, including colleges, school sixth forms, apprenticeships and higher education. The following year, the DfE hopes to also provide employment statistics (ie those in jobs which are not an apprenticeship).

5. That having regard for the continuing financial position of the council the view of this Committee is that Children's Centres should be a priority service based on the positive impact they have on areas such as education, early intervention and prevention, safeguarding, health and safety, childcare etc and that additional use of centres should be promoted to add value and ensure the sustainability of the service and assist in the promotion of growth.
6. That the possibility of closer joint working between the Children's Centres and schools be examined as a way forward and a more effective and efficient use of resources and that future developments to strengthen these links and the take up of services provided centrally be reported to future meetings of the successor committee.

**In terms of both of these areas, considerations will be addressed as we continue with the transformation and detailing of a business case to outline the future delivery and approach of the service.**

**Where it has been appropriate we have successfully aligned Children's Centres with neighbouring schools (e.g. Audley). In addition some services have been rationalised.**

#### Attainment

7. That the work of the group on the issue of attainment and the information provided to the attainment working group be noted.

8. That the Executive Member be requested to examine ways of ensuring that the dissemination of good practice on attainment continue in the future and seeks to get as many schools as possible to work together to ensure that the maximum benefits can be gained from this to ensure the continued improvement of attainment of children in schools in the LEA.

**We have a long and successful history of brokering school to school support and using our outstanding Headteachers as system leaders.**

**We are currently working closely with the National College to gain accreditation for 4 National Leaders of Education (NLEs) (3 primary, 1 secondary) and 9 Local Leaders of Education (LLEs) (6 primary, 3 secondary).**

- **Because of its size, demographic nature and tradition of mutual support and cooperation, Blackburn with Darwen LA is well placed to respond positively to the opportunities offered by the sharing good of practice and networking. To make best use of others' strengths it is vital that the links and mutual support, which presently exists, is maintained and developed.**

**Our track record in brokering school to school support is outstanding and is evidenced by our successes in:**

- **getting Headteachers and other senior staff to lead schools other than their own when there are leadership difficulties;**
- **recruiting leading teachers and leading subject leaders to take on the role of providing additional support to schools other than their own.**

### **Teaching Schools**

**There is a model to create a national network of Teaching Schools which will be outstanding schools that will take lead responsibility for supporting and assuring initial teacher training and professional and leadership development for teachers and leaders in their area.**

**Locally, the established Secondary Education Improvement Partnership (EIP) and Primary networks are working in partnership with aspirant Teaching Schools to develop a strong model of school to school support (as outlined in the White Paper). We hope to be successful in gaining at least one teaching school in each phase.**

**This draws on the expertise from within the aspirant Teaching Schools and across all schools within the EIP and Primary Networks including 1 established and 1 proposed Academy.**

**At secondary level all schools within the EIP have at least one recognised specialism covering Mathematics, Humanities, Computing, Business and Enterprise, Science, Technology, Engineering, Arts, Sport, Entrepreneurship, Applied Learning, Leading Edge English as an additional language (EAL), Training, Communication and Interaction.**

9. That the Executive Member be requested to examine alternative qualifications that are becoming available for children and how these are being introduced in the borough.

**Examining alternative qualifications is a matter for the individual schools. Schools consider qualifications appropriate to meet the personalised learning needs of their students. The range of courses offered is fully linked to the qualifications framework to secure progression in learning or into employment, because the consideration should always be about what is best for the student and all round preparation for life skills and employment.**

**The introduction of the English Baccalaureate into the attainment and achievement tables last year presented a particular challenge to our schools. The English Baccalaureate is not a qualification but has been used as a measure of very specific academic achievement and retrospectively applied by the Government to student outcomes at GCSE in 2010. This will continue in future years.**

**The challenge for Blackburn schools has been the inclusion of a modern foreign language and a humanities subject alongside English, mathematics and science to meet the expectations of the English Baccalaureate. The impact for our schools has been to place greater emphasis on humanities and modern languages in the curriculum offered for 2011, which may ultimately lead to a less personalised curriculum and more traditionally academic curriculum offer.**

**Schools have reviewed staffing structures to ensure that teachers have the appropriate skills and experience to offer specific humanities and languages subjects to a wider group of students. This may in turn lead to a move away from subjects such as art and design, design technology and courses with more explicit links to employment post 16 to support the transition for pupils into further education, employment or training. Children with special educational needs receive appropriate personalised support.**

#### Blackburn LIFT Project

10. That the Committee notes the information on the Blackburn Lift Project and the implications for children's services and joint working and that the Successor Committee be kept up to date on progress on the development of the project and how this will lead to improved services and better joint working.

- **Good progress is being made with the development of the Young Person's Resource Centre, now called 'Everybody' as chosen by young people.**
- **The building is on track for completion within the timescale and keys will be handed over to Care Trust Plus (CTP) on September 19<sup>th</sup> 2011**
- **An additional 2-3 weeks work will then need to be carried out by the artists designing the 'pods' – 1-1 counselling areas with a young person friendly, non-clinical feel**
- **A core YP engagement group remains in place for consultation, but wider consultation work is also being carried out with and by other agencies to ensure a**

- All design work is now complete and the focus between September and November is on ensuring the building becomes operational as smoothly as possible
- The first services will be delivered from the building on Monday November 7th
- Young people are feeding back disappointment that they cannot access general health services from the centre and will have to visit their own GP.

#### **Impact on Services:**

- Negotiations are taking place with services which are commissioned by CTP around delivery from the new building. Delivery from 'Everybody' has been mandated in contracts
- Services such as drug and alcohol services and sexual health services will be delivered from the building as well as from existing sites initially, improving choice for young people
- Service delivery is being aligned to ensure that services which link closely together are delivering in the building at the same time to maximise joint working opportunities and create a smoother service for young people
- No negative impact on services is predicted

#### Citizenship and Democracy

11. That the Youth Forum be invited to make a presentation on progress on their project on citizenship and democracy to the Policy and Review Committee and the Vice Chair of the Committee arrange to meet with the representatives of the Forum to ensure that the project is proceeding along the lines agreed with the Committee prior to that presentation.

#### **Recommendations for the Policy and Review Committee to Consider**

The Policy and Review Committee is recommended to consider the recommendations set out above on the issues that have been the subject of review by the Children's Services Overview and Scrutiny Committee.