

At a meeting of the CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE held in the CIVIC CENTRE on THURSDAY, 12TH NOVEMBER, 2009 at 5.30 p.m.

Present:-

Councillor Stewart in the Chair

Councillors Bell, G. Hall, Oliver, and D. Richardson together with Mrs. P. Burn, Mrs. M. Harrop, Mrs. C. Hutchinson and Mr. S. Laverick

Apologies for Absence

Apologies for absence were submitted to the meeting on behalf of Councillors Francis, Kelly, I. Richardson, Snowdon and Tye and on behalf of Mr. H. Brown, Mr. M. Frank, Professor G. Holmes and Mr. D. Snowdon

Minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 15th October, 2009

1. RESOLVED that the minutes of the last meeting of the Children, Young People and Learning Scrutiny Committee held on 15th October, 2009 be confirmed and signed as a correct record.

Declarations of Interest

Councillor G. Hall declared a personal interest in Item 5 – Young Persons Supported Housing Project.

16 – 19 and Post 19 Education and Skills Reforms

The Chief Executive submitted a report (copy circulated) which set the scene for a review by members of the Committee of the transfer of responsibility for commissioning of learning for 16-19 year olds.

(for copy report – see original minutes)

Ms. Lynda Brown, Head of Standards gave a presentation (copy circulated) which provided information on the 16-19 changes and what they will mean for all stakeholders, the Council, the learners and the providers with regard to the

dissolution of the Learning Skills Council (LSC) and with the transfer of responsibility for the funding of 16-19 learning in the North East.

(for copy presentation – see original minutes)

In response to a query from Councillor Hall regarding the building of a skills college, Mr. Laverick advised that this would no longer be going ahead due to the LSC's budget being greatly overspent.

Councillor Hall then asked how the demand by employers for skilled workers was going to be met and Mr. Laverick advised that the Sector Skills Council dictated the qualifications that were on offer for young people. If there was a need for certain skills the Council could be contacted to raise their awareness of the need and Mr. Laverick stated he was willing to help out with this is necessary. When asked Mr. Laverick confirmed that employers were also aware of this.

Ms. Brown commented that this was one of the most difficult areas to get right, matching the right level of skills to the needs of the city. With economic engagement and working with Vince Taylor on the Economic Masterplan would provide a more effective, related match between skills offered and the needs of the city. She also advised that local developments had been made and the city were now offering a diploma programme which would help in the future.

Councillor Oliver referred to the transfer of staff from the LSC to the authority and asked if this team would meet the needs of the service. Ms. Brown advised that there were 6 posts, with 5 transferees and 1 vacancy. The vacancy was for a senior post, which they hoped to appoint and have fully integrated into the team by 1st April 2010.

He went on to ask if the resources available would be sufficient to deliver and was informed that it had been identified that although they were working with a sloping budget, it would be suitable to support the service.

In response to a question from Councillor Stewart regarding the relationship between the local authority, the college and the Skills Funding Agency, Ms. Brown advised that the whole system had changed particularly with regard to provision for 14-19 year olds. If the service were made aware of concerns with a school they could resolve the issue early, where with the colleges they don't have that level of quality assurance procedures in place. She informed Members that Dorothy Smith of the Young People's Learning Agency, who would set a national framework for 16-19 commissioning, had worked closely with Sunderland providers so good relationships had been built.

Ms. Brown explained that as yet she did not know the exact level of involvement, but that there was to be a stakeholder group meeting in the near future where it would be discussed and she would extend the invitation to Members of this committee.

Councillor Stewart commented that he was aware that Family, Adult and Community Learning had introduced fees and asked if this situation would be reviewed.

Councillor Gofton advised that there was a charge being levied but was aware that there had been a number of reasons behind the decision.

2. RESOLVED that the report and presentation be received and noted.

Young Persons Supported Housing Project

The Executive Director Health, Housing and Adult Services submitted a report (copy circulated) which provided Members with information relating to the Centrepont Supported Housing Scheme which was the subject of a report to Cabinet on 7 October, 2009.

(for copy report – see original minutes).

Ms. Pauline Blyth, Acting Head of Housing, Meg Boustead, Head of Safeguarding and David Smith, Housing Strategy and Operations Manager, presented the report and highlighted that a new site for the project had been sought to the north of the City Centre and a site identified at Dundas Street, Monkwearmouth, in order to provide a purpose built building for the project. He explained that Centrepont was currently based in Mowbray Road, Hendon and that the building was not 'fit for purpose' due to the layout of the accommodation, size and condition of the building, in respect of the office accommodation, treatment/support rooms on site and the building's general maintenance.

Ms. Blyth advised Members that the report had been approved by Cabinet on 7th October, 2009 and had also been considered by the Sustainable Communities Scrutiny Committee. Following approval by Cabinet a robust risk assessment had been carried out by Children's Services, Health, Housing and Adult Services and Centrepont to ensure that the needs of the young people who would use the scheme and those in the adjacent Children's Home are safeguarded. No major issues had been identified.

Mrs. Hutchinson expressed her initial disappointment in the decision as she felt the site was in an impoverished community and asked if this was deemed to be the best site, what others had been considered.

In response to a query from Councillor Stewart regarding the shortlist of sites and the rationale behind deciding upon them Mr. Smith advised that following a decision by Cabinet in 2005 an interim site had been utilised by Centrepont in Hendon. They had looked at service providers and found six areas which met the criteria that had been set. Of the six identified Dundas Street best met the criteria in terms of the size, access to the city centre, etc. A lot of background work had been undertaken by a steering group and colleagues in the Council before Dundas Street was highlighted as the optimum location.

Mrs. Hutchinson asked if young people had been consulted when making the decision and was advised that they had not been directly consulted with but that a lot

of background work had been carried out with officers from Children's Services who would have been in contact with similar young people.

Mrs. Hutchinson commented that the Committee had previously worked with disadvantaged young people and she was of the impression that people like this needed to be housed in a solid community environment offering good role models for them to feel involved and included and to want to improve their life chances. She did not feel that the site at Dundas Street offered this.

Mr. Laverick raised a concern over safety in the area on an evening and was advised that crime levels had been included when doing background research on the shortlist of areas and that there was a hostel currently in the area also.

Councillor Hall raised a number of concerns with regards to the following issues:-

- no consultation with Ward Councillors or residents until 2 weeks prior to the announcement being made;
- the numbers of reported serious crimes in the area over the last 18 months and within 300m of the proposed centre site;
- the area being in the top 5% of deprivation in the country and young people will not be helped by being placed in the area; and
- Ward Councillors receive regular phone calls from concerned residents in the area and at a public meeting residents commented that the development would be adding troubles in the area that already exist.

Councillor Hall welcomed the need for such a project and recognised the value of the provision but was convinced that the agreed site of Dundas Street was not right. He stated that this was not a case of NIMBY (Not In My Back Yard) as he endorsed the work of Centrepont and would support a facility in the St Peter's ward but in the right location.

Mrs. Burn expressed her concerns over the consultation not being 100% and in particular the lack of consultation with young people. She asked if there were any plans to improve on this and ask young people where they would like to be housed. Ms. Blyth commented that as soon as she had taken over the post she realised that Ward Councillors had not been consulted with. Ms. Boustead explained that there had been some consultation carried out with the young people in the temporary hostel and with those in the nearby children's home. As the centre would be used as emergency accommodation there was no way to ask those young people who may use it in the future.

Ms. Burn commented that there was a need for a general youth hostel and asked if a centre of this kind could be considered as an option as it would help vulnerable young people to integrate. Ms. Boustead agreed there was a need for a wider range of provision in the city but they were looking to spread provision around the city which is why Dundas Street was seen as a potential location.

Councillor Oliver agreed with the general comments that were made and asked if residents would have the opportunity to raise their concerns as part of the planning

process. Mr. Smith advised that the application would go through the proper planning application process and residents would be welcome to put in any objections to it. Councillor Oliver stated that it was essential that residents and Ward Councillors were informed of the details of the planning application and how to object.

Councillor Bell commented that there were a number of sites in the city that he could think off that would be ideal for the project, none of them being in the shortlist within the Cabinet report. He went through each of the areas advising of problems in and around them and felt that there were other better suited places for it to go.

Councillor Stewart reiterated that the Committee welcomed the project and wanted it to be up and running as soon as possible to stop the need for vulnerable young people having to stay in Bed and Breakfasts and Guest houses but again questioned the rationale and policy that was used to produce the shortlist of sites.

Members asked that a report be submitted back to the next meeting of the Cabinet with the Committee's views and concerns.

Ms. Boustead advised that part of the project was to be funded by the Supporting People Fund and if the project did not go ahead as planned, the funding may be lost.

The Chairman having thanked the Officers for their report, it was:-

3. RESOLVED that the report be received and noted and that the Committee's comments be submitted to the December meeting of the Cabinet for their consideration.

Audit Commission School Survey 2009

The Executive Director of Children's Services submitted a report (copy circulated) which presented a high level summary of the 2009 Audit Commission School Survey results.

(for copy report – see original minutes).

Ms. Sandra Mitchell, Head of Performance Improvement and Policy, presented the report to Members advising that the survey had been streamlined this year to provide a more focussed review of local services and the result would cover the next two years.

She advised Members that the two workshops planned for the 10th and 12th November with Headteachers had taken place and they had received some valuable feedback from them. Headteachers had been keen to offer their views and explained that there wasn't the opportunity to leave a question blank, a response had to be given rating from one to four and this could be having some impact on the overall results. They also explained that there had been confusion around some questions where they had been unsure how to answer them. Overall, the sessions had been a successful tool to gather information to make an action plan around.

Councillor Stewart asked if a detailed report on the findings of the workshops could be submitted to a future meeting of the Committee.

In response to a question from Ms. Hutchinson, Ms. Mitchell clarified that the workshop sessions had been for all Headteachers and not just those that had completed the surveys.

Mr. Laverick asked if it was always the Headteacher of the school that completed the survey and was advised that the cast majority of the time it would be the Headteacher that completed the survey but on some occasions it could other members of staff such as the SEN co-ordinator. Mr. Laverick suggested that it may be better that the senior team within the school complete the form collectively to get a wider view of how everyone in the school thinks.

Councillor Bell referred to paragraph 2.3 of the report and the fact that the point scale had changed and commented that altered scoring could skew the results. He also stated that for the past couple of years reports had come to the Committee where scores in the surveys did not resemble feedback received through other avenues, where positive work was being undertaken and commended.

Ms. Burn referred to survey question 6.15 relating to provision for pupils out of mainstream schools, which was rated as adequate and asked if ways to improve provision would be looked at as a result of the score. Ms. Mitchell explained that there was already significant work being undertaken but it hadn't all been embedded as yet. Officers were comforted that they were aware that there were a lot of things in place to respond to the score as it was an area that had already been identified as needing improvement.

Ms. Burn then asked if youth facilities were asked to fill in the survey and was advised that it was only schools and the pupil referral unit that would have been consulted.

Councillor Stewart was pleased to see that survey question 6.17 referring to the Council's educational psychology support was improving.

Councillor Stewart raised that there was still an issue around the number of completed surveys that were being received, 34 out 115 schools this year. Ms. Mitchell explained that it was a low response rate and advised that the results would be considered as part of the Council's CAA Score.

Mr. Laverick commented that a lot of results didn't line up with information they were given and asked if the forms were being completed correctly. He felt that the importance of the forms needed to be raised with the Headteachers.

4. RESOLVED that the report be received and noted and a further report following the detailed discussion with schools be submitted to a future meeting of the Committee.

Annual Libraries Conference – Feedback Report

The Chief Executive submitted a report (copy circulated) providing feedback from the Chartered Institute of Library and Information Professionals Annual Conference 'Impact, Inclusion, Information: The Value of Libraries in the Lives of Communities'.

(for copy report – see original minutes).

Councillors Tom Martin and Graham Hall had attended the conference and gave their feedback to the Committee through a written and verbal report, respectively.

Councillor Hall advised that it had been a knowledgeable and enjoyable conference and asked that the staff of Sunderland Libraries be congratulated on the work they do.

Ms. Allison Clarke, Principal Librarian and Ms. Julie McCann, Performance and Resources Manager, advised that the conference had raised some interesting discussions around the impact libraries have on local authority outcomes and that they had been presented with some good examples of young people volunteering in the library service and then taking up employment with them after leaving education.

Councillor Hall also commented that there had been discussions over the funding structure of libraries and how some local authorities were charging a levy on new developments in a similar way to the way Section 106 agreements were carried out with regard to planning applications.

Ms. Clarke invited the Scrutiny Committee to take a tour of the library facilities in Sunderland so they were up to date with what the libraries were providing in local communities.

5. RESOLVED that the feedback report from the delegates be received and noted.

Forward Plan – Key Decisions for the Period 1 November 2009 – 28 February 2010

The Chief Executive submitted a report (copy circulated) providing Members with an opportunity to consider the relevant items of the Executive's Forward Plan for the period 1 November 2009 – 28 February 2010.

(for copy report – see original minutes).

6. RESOLVED that the report be received and noted.

Work Programme 2009/2010

The Chief Executive submitted a report (copy circulated) attaching the current work programme for the year 2009-2010.

(for copy report – see original minutes)

7. RESOLVED that the information contained in the work programme be received and noted.

The Chairman then drew the meeting to a close having thanked Members and Officers for their attendance and their contribution to the meeting.

(Signed) P. STEWART,
Chairman.

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

10 DECEMBER 2009

DEVELOPMENT OF A SUNDERLAND BEHAVIOUR AND ATTENDANCE STRATEGY

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priority: Learning City

Corporate Improvement Priority: Delivering Customer Focussed Services;

1. Why has this report come to Scrutiny?

- 1.1 This report advises the Children, Young People and Learning Scrutiny Committee of the development of a Behaviour and Attendance Strategy for Sunderland and the opportunity for consultation.

2. Background

- 2.1 The Behaviour and Attendance Strategy is being principally informed from a review of pupil behaviour issues announced in the Children's Plan (DCSF).
- 2.2 This review conducted by Sir Alan Steer recommends closer working arrangements between schools and other services to improve behaviour, support attendance and reduce exclusions from school.
- 2.3 Local Behaviour and Attendance Partnerships will be an important way to achieve this, and are included in the Apprenticeships, Skills, Children and Learning Act. This is consistent with the focus on partnerships in the Children's Plan and in the Government's proposal for the 21st Century School.

3. Current Position

- 3.1 Sunderland's current Behaviour Partnership is directed by the Primary and Secondary Headteachers Behaviour Group with representation from the Local Authority Children's Services Teams including Behaviour Support Services.
- 3.2 In May and June 2009 this Partnership considered the implications of the Steer Report for these Services in the current partnership arrangements. This resulted in recommendations for a new vision and principles to support future working, as well as key working practices for schools to access support for behaviour.
- 3.3 The Attendance Service in Sunderland is managed by Children's Services with secondary schools having a named Attendance Development Officer to work with school staff to increase overall school attendance and reduce persistent

absence. Primary schools and nursery provision are supported by the Service through universal provision of campaigns and incentives to promote attendance and more focussed support for individual children when required.

- 3.4 The Service has a high focus on enforcement to secure school attendance and is developing earlier intervention systems to achieve this. The Service has reviewed its working practice and is implementing new case recording systems incorporating the Common Assessment, improving support for parents, as well as performance management arrangements with schools with a specific focus on vulnerable children with high levels of persistent absence.
- 3.5 The Behaviour and Attendance Strategy and new Partnership arrangements will provide a framework to draw together services and stakeholders. This is intended to improve behaviour, support school attendance and reduce exclusions in coherent and transparent arrangements to raise the achievements of children and young people.
- 3.6 The Strategy will provide a single coherent policy and practice framework to improve Children and Young People's behaviour and school attendance to raise attainment and narrow the gap in outcomes. The Strategy will be owned by a multi-agency Behaviour and Attendance Partnership Board who will oversee the continued development and delivery of services for the medium and longer term.
- 3.7 Behaviour and Attendance Partnership working relates specifically to all agencies, i.e. Education, Health, Social Care and the PVI, engaged and working together to reduce duplication of provision where it exists and maximise impact of all services.
- 3.8 This Strategy responds to the Government's intention to move to integrated services focussed around the Child or Young Person and their family, detailed in the Children Act 2004.
- 3.9 The Purpose of the Behaviour and Attendance Strategy is to:-
 - Set out the vision, principles and standards for Behaviour and Attendance practice and service delivery, which services in the city will operate.
 - Identify services and practices which will support early identification of need and effective interventions to improve outcomes for children and young people and their families with additional needs.
 - Identify priorities and set out the process for the commissioning of preventative services.
 - Prevent innovative practice in preventative working and to promote and develop new ways of integrated working.

- 3.10 The strategy is underpinned by a set of key principles, which form the foundation of key targets, as identified in the Strategy. Key targets contribute directly towards Public Service Agreement Targets and National Indicators.

4 Next steps

- 4.1 The following actions and timelines provide information to support consultation on the Strategy:-
- Draft Strategy available for consultation from 8th October 2009 to 10th December 2009 from a link on www.sunderlandchildrenstrust.org.uk and www.sunderland.gov.uk homepages. This will include instructions on how to respond to the consultation.
 - The second draft Strategy available from 14th December 2009 to 4th January 2010 on www.sunderlandchildrenstrust.org.uk and www.sunderland.gov.uk
 - Consultations with children and young people will continue to end February 2010.
 - Strategy published by end March 2010.

5. Recommendations

- 5.1 The Children, Young People and Scrutiny Committee are asked to receive this report and note the information contained within it, including the timescale for consultation.
- 5.2 The Children, Young People and Learning Scrutiny Committee are invited to participate in the consultation process at this meeting, and also through the routes noted above.

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CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

10 December 2009

POLICY REVIEW RECOMMENDATIONS UPDATE: ACHIEVING EDUCATIONAL INCLUSION, APRIL 2003

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priority: Learning City

**Corporate Improvement Priority: Delivering Customer Focused Services,
Efficient and Effective Council**

1. Why has this report come to the Committee?

- 1.1 This report is presented to Children, Young People and Learning Scrutiny Committee to update them on progress arising from the recommendations contained within the 2003 Policy Review on Achieving Educational Inclusion.
- 1.2 This report also requests Children, Young People and Learning Scrutiny Committee to agree to accept regular updates on policy review recommendations.

2. Background

- 2.1 In June 2002, the then Education Review Committee listed areas of the Local Education Authority that they felt could be improved through scrutiny and review. The outcome of this was the first in-depth policy review, which assessed a specific area of education within Sunderland, namely Achieving Educational Inclusion in 2003.
- 2.2 In subsequent years an in-depth policy review was undertaken by the Committee:
 - Achieving Education Inclusion, 2003
 - Gender and Achievement, 2004
 - Out of School Hours Learning (Study Support), 2005
 - Schools – the new centres of community (2006)
 - Service for Children in Care (2007)
 - Multi-agency approach to youth disorder (2008)
- 2.3 Each policy review contained a number of recommendations for Children's Services to consider when designing and delivering their services.

3. Current position

- 3.1 In 2003, the focus of the first policy review was Achieving Educational Inclusion.
- 3.2 The overarching aim of the review was to examine the Council's strategic oversight of the exclusion process and the Council's role in relation to identification and prevention of behavioural difficulties and the provision made for excluded pupils. The Committee sought to identify those positive aspects of service delivery to be built on and also any weaknesses in order to recommend improvements.
- 3.3 The scope for the review included examination of policies, plans and strategies being implemented at that time and achievements in relation to the corporate aim of how, where appropriate, pupils could be educated within the mainstream school environment.
- 3.4 Following completion of the review, 42 recommendations were offered for consideration by Children's Services.

4. Update on Progress

- 4.1 Set out at Appendix 1 is a progress update on all of the recommendations arising from the Policy Review.
- 4.2 Children, Young People and Learning Scrutiny Committee are asked to note the progress being made on the recommendations.
- 4.3 Since 2002, the policy framework has changed and within it, Children's Services in Sunderland have maintained their commitment to inclusion. The re-designation of Pupil Referral Units, the Managed Move Protocols, resource provisions in mainstream schools, the draft Behaviour and Attendance Strategy, and an inclusive 14-19 strategy, all evidence this.
- 4.4 The Every Child Matters framework has provided the context for many of these developments and on the windscreen of need those young people requiring targeted or specialist interventions are priorities in inclusive practice. The Apprenticeships, Skills, Children and Learning Act and the Children, Schools and Families Bill (2009), include a focus on personalised programmes and all young people achieving their potential through personalisation and guarantees, which again support the philosophy of inclusion.

4. Conclusion

- 4.1 Children, Young People and Learning Scrutiny Committee are asked to note the progress which has been made in relation to the 12 recommendations contained within Appendix 1.

5. Recommendation

- 5.1 Children, Young People and Learning Scrutiny Committee are asked to note the progress being made on the recommendations from the Policy Review: Services for Children in Care.
- 5.2 Children, Young People and Learning Scrutiny Committee are also asked to agree to further progress updates on their policy review recommendations.

6. Background Papers

- 6.1 Children's Services Review Committee, Achieving Educational Inclusion, April 2003
- 6.2 The Children, Schools and Families Bill, 2009

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CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

POLICY REVIEW RECOMMENDATIONS AND OUTCOMES

POLICY REVIEW: ACHIEVING EDUCATION INCLUSION

YEAR: 2003

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
Training, guidance and support to schools		
1.	The LEA should ensure comprehensive details on exclusions procedures, support provision and how to access support are sent to schools and governing bodies annual and to new head teachers on appointment	Details are included in the LA Access and Inclusion Handbook available to all schools. School and Governor training is delivered as new DCSF guidance is issued. Training is included in new headteacher induction sessions. Individual school training, guidance and support is ongoing.
2.	LEA guidance should promote an expectation that governors will be required to receive introductory training followed by more advanced training in the issues around exclusion in order to fulfil their role on discipline committees	<p>Whilst it is not possible for any Local Authority to require school governors to attend any training, each year there has been a broad range of training available. It is nationally recognised that the most important phase of training is at the induction stage. Governors' role on Discipline Committees is covered in the Sunderland induction programme for school governors. Sunderland has a successful record of attracting newly appointed governors to attend induction training.</p> <p>In addition, in late 2005 the Governor Support Team arranged for an acknowledged expert in the law concerning pupil exclusions to visit Sunderland to delivery training on the exclusion process to ensure that Headteachers and Governors were fully aware of the law, High Court decisions and Ombudsman reports. Whilst this has not been repeated each year, the Governor Support team made a film of this session and this is available to governors on DVD.</p>

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
<p>3. The LEA should unroll a training programme for head teachers and implement this as an ongoing requirement addressing the legal and best practice requirements of exclusion</p>	<p>School and Governor training is delivered as new DCSF guidance is issued. Legal and best practice requirements of exclusion are included in the LA Access and Inclusion Handbook.</p>
<p>4. The LEA should promote an expectation that school staff will be facilitated to undergo suitable training in identifying behaviour or circumstances which may lead to exclusion and in the management of disruptive behaviour</p>	<p>In 2004 the Behaviour Improvement Programme (BiP) provided the opportunity to support targeted schools in a variety of ways to address issues around challenging behaviour and exclusions. The programme ran until March 2008 when a toolkit was issued to every school to provide a range of strategies and interventions schools could use to support their work.</p> <p>A significant part of the programme was the development of Behaviour and Education Support Teams (BESTs)</p> <p>Purpose</p> <ul style="list-style-type: none"> To promote emotional well-being, positive mental health positive behaviour and school attendance among children and young people, and help in the identification and support of those with, or at risk of developing, emotional, social, and behavioural problems, through the provision of multi-agency support in target schools and to individual families. <p>Goals</p> <ul style="list-style-type: none"> Provide schools with access to multi-agency support services that can provide individual and family input as necessary to children and young people showing signs of emotional, social or behavioural problems. This will include access to specialist services where required. Support and enable schools in developing their range of strategies for promoting emotional well-being, positive behaviour and attendance. Work with school staff and other professionals to develop their skills and confidence in managing behaviour and

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
	<p>attendance, and promoting emotional well-being.</p> <ul style="list-style-type: none"> • To ensure that families and children with a range of emotional, social, behavioural or needs have access to on-going support, either by members of the BEST or where appropriate more specialist agencies. • To ensure that all children who would benefit from BEST support are identified, offered a service (within target timescales), have a key worker and are monitored (including effective linkage with local authority wide tracking systems). <p>Operation</p> <ul style="list-style-type: none"> • Whole school support, including whole school strategies, curriculum input and consultancy support for individual school staff. • Group support to children and their parents (for example social skills development groups, nurture groups, transition groups, parenting groups) according to local needs. • Intensive support to individual children and families on a case-management basis. <p>Activity</p> <ul style="list-style-type: none"> • Development of whole school approaches to emotional well-being, behaviour and attendance. • Provide mentoring, support and consultancy to school staff to aid the development of skills and confidence. • Provide early intervention work with groups of children. • Provide early intervention and on-going support to individual children and families. • Establish effective working arrangements with other agencies for case management and service delivery, include information sharing at individual and strategic levels. • Ensure effective administration and record-keeping. • Develop effective review and evaluation systems for

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
	<p>different activities.</p> <p>Characteristics of a BEST</p> <ul style="list-style-type: none"> • Work across primary and secondary schools, with a clear focus on primary schools. • Have a full-time co-ordinator for day to day management. • Include staff from a range of professional backgrounds. • Work with parents/carers as a central element of any intervention particularly primary school age. • Provide schools with an effective and accessible referral system for pupils with emotional, social and behavioural problems. • Provide a 'support and challenge' function within targeted schools in order to encourage systemic change, and the promotion of high standards of behaviour and children and young people's emotional well being. <p>Current development of Locality Based Working will help provide similar opportunities across the City.</p> <p>BEST provided training opportunities for school based and non school based staff from across the City and from other Children's Trust partner organisations.</p>
5.	<p>Guidance should be issues by the LEA to pupils, parents, schools on the proper use of Pastoral Support Programmes</p> <p>Guidance issued in January 2004. Training, support and guidance continues to be given by Principal Inclusion Officer (Behaviour), Behaviour Intervention Team (BIT) and KS3/4 Behaviour Lead.</p>
6.	<p>Within the training programme, the LEA should examine how teachers could be trained to overcome stereotyping and be aware of the special circumstances of some groups of children and their requirements, statutory and otherwise</p> <p>122 teachers have been trained in Teacher Effectiveness Enhancement Programme. This programme looks at how children learn and effective teacher behaviours.</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
7.	Within the training programme, the LEA should include training for school staff on the new SEN Code of Practice. The aim of this should be to address reducing the number of statements and the associated pressure on EP time for statutory work. This could include extending the use of Assistant EPs.	Training is to be offered to schools via the Governors Support team for the Spring term 2010.
8.	Within the training programme, whole school initiatives on exclusion prevention should be addressed and encouraged. This could include developing the role of EPs in delivering customised training	<p>EPs discussion and prioritise their involvement with school annually and review termly.</p> <p>Training, guidance and support on school discipline, pupil behaviour and development of Behaviour policies delivered to schools and governors. Details are available in Access and Inclusion handbook.</p> <p>A system of managed moves, defined by the Managed Move Protocol, has been established to support pupils at risk of exclusion.</p>
9.	Within the training programme, the LEA should provide guidance to schools on the appropriate allocation of EBD places	In line with the requirements of the Code of Practice, guidance has been issued to schools and is further informed by Integrated Services Referral Panel (ISRP) and Behaviour Partnership Management Board (BPMB) referrals.
10.	Schools should be encouraged to identifying ongoing training needs by regular audit of needs	This has been discussed with Headteachers through the Behaviour and Attendance Partnership meetings. This requires further developing in order to link into locality needs.
11.	The LEA should monitor the use of relevant funding in secondary schools in order to promote the use of the most effective strategies	This is now reported to Standards Fund Monitoring Group (a sub group of the Schools Forum) and core budget is monitored.
12.	In all cases of more than one day's exclusion, work should be set by the school and marked. The obligation of schools to set work for dual registered pupils and other pupils out of school should be monitored by discipline committees and the LEA should put systems in place to ensure schools notify discipline committees of work programmes set for pupils out of school to enable governors to have a monitoring role	This has yet to be developed.

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
13.	Schools should be requested to identify a designated governor who will act as a first point of contact within governing bodies for looked after children (LAC). This can provide links between LEA, school and carers	The Governor Support Team maintains a list of roles/ responsibilities assigned to individual governors including details of committees and link governors. The Link Governor role is included on this list, which is reviewed by Governing Bodies on an annual basis.
14.	<p>The Excellence in Cities Partnership should investigate the impact of Learning Support Units (LSUs) and Learning Mentors (LMs) in different schools. This will include:</p> <ul style="list-style-type: none"> • rigorous monitoring and evaluation of outcomes, impact and deployment of LMs and LSUs; • use of LMs and LSUs to access the curriculum; • LMs promotion of effective multi-agency working; • Evaluate the contribution that shared LSU facilities may make within groups of schools 	<p>LSU and LM have participated in annual (2003-2007) self and peer review using DFES guidelines. EIC ended on 31 March 2009. these reviews were monitored by the Excellence in Cities Management Group and reported to DFES. Individual schools completed self review using the DFES framework, followed by a peer review with a regional partner (Redcar and Cleveland LA). The LSU review framework measured attainment, attendance, exclusion, management, monitoring and evaluation, and networking against performance indicators.</p> <p>The LM review framework measured, focus, leadership, management, monitoring and evaluation, CPC, integration of LM provision within broader policies and strategies against performance indicators. Performance against indicators. Performance against indicators was shared with DFES. Monitoring and evaluation visits were made to schools on a six monthly cycle by EIC central staff. Good practice identified through the self review process and monitoring and evaluation visits was shared at network meetings.</p>
15.	The Partnership should disseminate good practice in order to maximise the success of the programme and ensure that LMs participate in dissemination of good practice and network support to establish consistent quality standards of service	This has yet to be developed.
Staffing and financial implications		
16.	A role within the LEA for an Exclusion Officer who will ensure that appropriate, effective and co-ordinated services are delivered to schools, pupils and parents. The Committee has identified the following requirements to improve	Principal Inclusion Officer (Behaviour) appointed February 2004. The purpose of this post was agreed to be "To act as the nominated contact for work pertaining to all pupils excluded or at

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
<p>access to education and these should be incorporated into the role:</p> <ul style="list-style-type: none"> • Encouraging cooperation by groups of schools, each with their own distinctive ethos, to take collective responsibility for preventing exclusions, including development of alternatives; • Working in partnership with schools and encouraging schools to share experiences of effective practices; • Ensuring equality of opportunity in schools for all pupils and consistency in approach across schools' • Allowing for higher level support to those schools with higher exclusion rates; • Ensuring LEA strategies and plans are understood and implemented and clear routes are in place to access support; • Bringing together a range of professionals from agencies and services to support children at risk of exclusion; • Developing support mechanisms to allow crisis response to be developed in liaison with behaviour support panels; • Producing, in consultation with schools, guidance and action plan for schools to develop their own behaviour policies; • Advice or training for schools on developing the curriculum with a view to helping to manage behaviour; • Overseeing alternative provision and criteria for nomination of pupils for reintegration; • Monitoring specific support for all pupils permanently excluded; • Producing a training package and providing training for head teachers and governors; • Ensuring training and guidance is targeted to new head teachers as soon as possible in each academic year; 	<p>risk of exclusion from Sunderland schools."</p>
<p>17. The LEA should prioritise the preventative work provided by the PRU outreach staff in helping to reduce exclusions. An assessment should be carried out as to how the outreach service can be reinstated to its previous establishment, whether by restructuring or extra capacity. This will require exploring with schools a level of responsibility for contributing to the services provided</p>	<p>An Assessment and Re-integration Manager started in the PRU in September 2009 and has been working with schools in preventing exclusions (permanent and fixed) and to support re-integration of pupils returning into a mainstream setting. In addition, there has been a member of staff from the PRU</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		<p>working alongside the Assessment and Re-integration Manager as well as staff connected to the individual pupils.</p> <p>The relocation of behaviour and support into localities to prevent movement into central resources is a solution.</p>
18.	<p>The LEA should carry out an assessment of the likely impact and cost of providing time-limited support for pupils immediately upon reintegration to mainstream schooling to increase the chances of successful reintegration. This could be through the reintegration team, PRU outreach staff, peer support or additional key staff.</p>	<p>Re-integration support comes with the support from the PRU. Human resources where appropriate and information on pupil integration is essential. The responsibility is shared between the PRU and the schools, but sits primarily with the school. All PRU staff are expected to support re-integration of pupils.</p> <p>PRU is to become a short-stay school to facilitate learning in a mainstream setting or most appropriate provision. Re-integration has to be planned, structured and supported to meet the needs of individuals.</p>
19.	<p>The LEA should carry out assessment of the further development of Behaviour Support Panels. This will include:</p> <ul style="list-style-type: none"> • Managing and monitoring the flow of pupils through the PRU; • Provision for 'fast tracking' of pupils for quicker provision of support which can be confirmed/ amended at subsequent panels; • As well as allocating the provision, Panels should monitor and evaluate the progress of the support 	<p>Behaviour Support Panels were replaced by BPMB, which monitors, manages and evaluates PRU provision.</p>
Collection and use of data		
20.	<p>Schools should be asked to submit to the LEA monitoring data beyond the minimum legal requirements. This should include:</p> <ul style="list-style-type: none"> • All fixed term and repeat exclusions; • Incidents of bullying or racial harassment; • Exclusion by gender, ethnicity, SEN; • Reasons for exclusion (to determine pastoral care or earlier intervention) 	<p>All schools submit a copy of the exclusion letter issued to parent's school to the Attendance Team. The details from this letter are recorded in the individual pupil's record within the Education Management System, this includes the reason for exclusion and the length of the exclusion. The individual pupil record retains all of the pupil's details including ethnicity, SEN, gender, age, etc. The record details the number of exclusions in each term and holds a history across previous academic years. There are a number of reports that can be generated from the</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		system. The information collected from the individual letters is also cross-checked with the school's own termly census information to ensure that there are no conflicts within the information held in the Education Management System. The information collected is shared with appropriate colleagues across the services.
21.	The LEA should develop a pack of information to easily enable provision of data by schools, eg template letters, forms for notification on the day of exclusion, etc	<p>The DCSF introduced a number of model letters for schools use when excluding pupils. The model letters clearly set out the reason for the exclusion and also gives details of a LA contact as well as the Advisory Centre for education, a national body who can provide independent legal advice.</p> <p>The model letters ensure that parents receive all pertinent information relation to the exclusion process. All schools, including the PRU use the model letters and the letters are available to download from the school's MIS and have also been sent electronically by the LA.</p>
22.	The LEA should carry out an early evaluation of electronic data registration as a tool to identify patterns of irregular attendance and lateness and for the systems to be extended to all schools	In 2006, the DCSF introduced national attendance codes to enable to record attendance and absence and help to ensure consistency in the treatment and recording of attendance and absence. Schools cannot add to the list of codes or use their own local codes. All schools now record pupil's attendance with the Schools Management and Information System (MIS). Schools have access to a plethora of reporting tools within the MIS to assist in tracking pupil attendance. The LA central staff also have access to individual pupil attendance through the Education Management System.
23.	The LEA should investigate the feasibility of developing a mechanism whereby feedback/ complaints can be obtained from parents/guardians on the exclusions process	Parents receive a letter which notifies them of a fixed term exclusion. Parents are informed of their right to request of meeting of the school's discipline committee to request that the decision to exclude be reviewed. Where the period of exclusion is more than five school days in a term, the discipline committee must meet if requested to do so.

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		The letter also informs parents that if they think the exclusion relates to a disability the child has, information is provided for them to contact the Special Educational Needs and Disability Tribunal (SENDIST).
Communicating and working with others		
24.	<p>The LEA should review the current multi-service and multi-agency groups and representation on them to assess opportunities for streamlining or refocusing efforts. In carrying out this review, the LEA should consider:</p> <ul style="list-style-type: none"> • The usefulness of a local exclusions forum with representation from schools to discuss trends and dissemination of good practice; • How to improve involvement of schools, eg multi-agency meetings in each school to identify particular needs; • Agreement with agencies and services on their role and responsibilities, agreeing terms of reference for each group; • Sharing information to ensure co-ordination between agencies and timely referral of information at key points. 	<p>This has been addressed to some extent through the development of the Children's Trust Workforce Innovation and Reform Strategy and the progress towards Integrated Working that will be progressed through the 'One Children's Workforce' agenda and the development of Locality Based Working.</p> <p>The requirement to report to the CWDC on the drill down of the Integrated Working band of the OCWF tool will provide evidence to support the progress made in:</p> <ul style="list-style-type: none"> • Multi-agency working • CAF • Information Sharing • Team Around the Child (TAC) • Lead Professional
25.	The LEA should develop a protocol to allow for issues of confidentiality and data protection when sharing information across services	<p>The use of a single, top-level Information Sharing Protocol (ISP) no longer reflects the approach promoted by the DCSF and endorsed by the Information Commissioner's Office. Where Sunderland Children's Services is involved in the regular, scheduled sharing of personal information with other organisations, we now draft one or more ISPs specific to the applicable arrangements with those organisations.</p> <p>Furthermore, Children's Services offer a programme of multi-agency Information Sharing training based on the revised guidance issued by the DCSF in October 2008, which covers issues such as confidentiality, consent and full consideration of subjects' rights under the Data Protection Act. Practitioners are also able to access the DCSF's associated guidance and</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		reference materials via Cityweb.
26.	The LEA should investigate opportunities for joint financial planning and improved communication across services and agencies	Lynda Brown
27.	The LEA should explore development of a service level agreement with the City of Sunderland College for older excluded pupils to access regular vocational training and a wider range of accredited courses, including GCSE	Lynda Brown/Brian Egdell/Angela Noble
28.	The LEA should investigate development of the role of Connexions personal advisors to carry out outreach work and engagement of young people	Connexions Personal Advisers are involved in a variety of outreach activities in engaging with young people, including working from a number of community based venues and when appropriate undertaking home visits.
29.	The LEA should investigate the feasibility of what Youth Service could already provide in terms of expertise and experience and what further development could be made to support excluded pupils, particularly at Key Stage 4	<p>The Youth Development Group manage the Positive Activities grant and in partnership with the voluntary youth projects target work with young people who are at risk of becoming NEET including work with Key Stage 4 pupils at risk of exclusion:</p> <p>EAST - Blue Watch have worked with St Aidan's school and Venerable Bede School to offer the Princes Trust XL course to young people who are at risk of dropping out or being excluded.</p> <p>WEST – Pennywell Youth Project has been working with young people who are not attending school by offering opportunities during the day to help them return to education. The project works with St Aidan's and Sandhill View schools to identify young people at risk.</p> <p>WASHINGTON – Oxclose & District Young People's Project works with both Oxclose and Washington secondary schools to support young people who are at risk of becoming NEET offering ASDAN courses, first aid and other accredited work to engage and support them to remain in school.</p> <p>SOUTH - Box Youth Project works closely with Farringdon School to offer support to young people at risk of becoming NEET through its accredited 'World of Work' course and other support.</p> <p>NORTH - Sunderland North Community Business Centre</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		<p>(SNCBC) works with Castlview and Monkwearmouth secondary schools to support young people who are at risk of becoming NEET to remain in education. In Period Two it is working with both Monkwearmouth and Hylton Red House schools offering ASDAN and D of E courses.</p> <p>COALFIELDS – YDG manage the delivery of this work in the Coalfields and support young people who are at risk of becoming EET at Hetton and Houghton Kepier schools.</p> <p>BME CITYWIDE – Young Asian Voices uses its knowledge of the local BME community to target young people at risk of becoming NEET to offer them support in a way that is appropriate to their culture, rather than work directly with schools. The other GO4IT contractors also have the option of liaising with YAV for help to support any young person at risk of NEET from the BME community.</p>
30.	Where voluntary sector provision is used, the LEA must have its own quality assurance programme for parents to be assured of minimum standards of educational provision	<p>Sunderland Learning Partnership commissioned the development of a QA Framework, which was developed by a working group with representatives from schools, FE and Work Based Learning providers. It reflects both the Common Inspection Framework and the school Self-evaluation framework.</p> <p>There are two levels of QA Awards, Silver and Gold, which have been available since 2005 and 2006 respectively to learning providers in Sunderland.</p> <p>The Awards are currently being revised in light of the new Ofsted Framework for Inspection, September 2009.</p>
Support certain groups of pupils		
31.	The LEA should ensure that arrangements of a care placement for a LAC include arrangement of suitable education. No care placement should be made without the education element being satisfactorily arranged	The Virtual Headteacher is a member of the Multi-Agency Looked After Partnership which links care planning with education. The Virtual Headteacher liaises with education and social care.

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
32. The LEA should ensure that arrangements are in place for all LAC to have a Personal Education Plan and that all new children entering the LAC system are provided with a PEP within 20 working days	Arrangements are in place. The LACE team liaises with designated teachers in schools to facilitate this.
33. The LEA should ask schools to notify SEN services when a statemented pupil is at risk of exclusion	Schools are advised to convene a review of the statement if a child is in danger of exclusion.
34. There should be an audit of current provision of EBD places and future requirements	The review of EBD provision was completed with the redesignation of Springwell Dene and Maplewood in 2008.
35. The outreach role of special school staff for pupils with emotional and behavioural difficulties should be clarified	This development was subject to re-organisation of behaviour support services, principally the Behaviour Intervention Team, and restructuring of PRU. Still a work in progress, though now part of the specific brief of the restructure PRU and remaining behaviour support staff.
36. The LEA should develop and implement a strategy to continue to meet the target for full-time equivalent education for all permanently excluded pupils	<p>A Passport has been implemented from September 2009, which informs future placement and to aid personalising learning.</p> <p>The Assessment and Re-integration Manager ensures that Passports are completed prior to pupils accessing any provision.</p> <p>A tailored induction into the PRU is applied to all pupils.</p>
<p>37. Targets for improvement in the Behaviour Support Plan should be extended to incorporate the following:</p> <ul style="list-style-type: none"> • Soft targets for improvement in achievements of excluded pupils (academic, personal, social). This will involve adoption of agreed key measures of 'successful outcomes' that can be measured and compared; • Targets for increasing the numbers of pupils reintegrated within a term expressed as a percentage. 	<p>There are targets for all pupils relating to achievement and attainment based on individual needs. The priority for all the young people in PRU is personal and social skills being developed to serve them in later life to access education, employment and training.</p> <p>KS4 PRU is focusing on pupils achieving the academic currency they need to be able to move onto Post-16 through the foundation learning tier pilot.</p> <p>Re-integration is now a key performance indicator for the PRU. From September 2009, 15 pupils have re-integrated and a further five planned by December 2009. Overall 20% pupils have re-integrated out of the PRU into the most appropriate provision (mainstream school/special school).</p>

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		<p>KS2 40% - 4 pupils have re-integrated KS3 37% - 7 pupils have re-integrated KS4 9% - 4 pupils have re-integrated</p> <p>All pupils at KS2/3 should re-integrate, self PRU target 75%. The other 25% take into account a small number of pupils who have already been identified as requiring FSA and re-integration into mainstream is appropriate.</p> <p>At KS4, the most alternative provision will be accessed and where mainstream is appropriate this is taking into account pupils' individual needs and previous interventions.</p>
38.	The LEA should ask schools to notify discipline committees of all unofficial exclusions. This may be by way of termly reports reflecting governors responsibilities for children out of school	The latest DCSF exclusions guidance – “Improving behaviour and attendance: guidance on exclusions from schools and pupil referral units (2008)” once again makes it clear that removing pupils from school sites for disciplinary reasons without following formal exclusions procedures is illegal, since there is no basis in law for head teachers or other school staff to do this, even if done with the agreement of parents or carers. All head teachers and school governors have been made aware all of exclusions must follow the formal procedures. In every instance where a pupil is sent home for disciplinary reasons, the head teacher must formally record and specify the length of the exclusion.
39.	The Council should promote an expectation that schools will establish a named contact to be available at the point of exclusion to the pupil and family to provide information and advice through the process	Individual arrangements made by schools. Model exclusion letters, used by schools, specify appropriate support, advice and information agencies relation to exclusions.
40.	A focus should be maintained on all pupils outside of school, not just those officially excluded.	The Persistent Absence Framework is used to track pupil attendance across all schools. The academic year is broken down into discreet sessions across each half term and pupils who miss 20% of the term (no distinction is made between authorised or unauthorised absence) are tracked. The LA has a statutory duty to identify children (where possible) who go missing from education. There is a robust system for tracking children who go missing from education, and a multi-agency

Recommendations		Has this recommendation been implemented? (give examples) If not, explain why not.
		group meets monthly to discuss and resolve cases. The LA also has established good working relationships with parents who chose to educate their children at home. The LA currently has 38 children electively home educated. Contact is maintained with the families.
41.	<p>As a priority to LEA should draw up a specification of requirements for the implementation of a comprehensive pupil-tracking database:</p> <ul style="list-style-type: none"> Establishing an individual with lead responsibility for each pupil out of school to track their progress from the point that they are first out of school to their return to education; The Children Out of School Group to monitor current as well as new cases to ensure continuity of support 	The Principal Inclusion Officer (Behaviour) co-ordinates the identification, referral, tracking and engagement of children missing from education, through multi-agency working. The Children Missing from Education (CMFE) group has been renamed Children Missing Education (CME).
42	<p>New Admissions Forum to be used to retain and reintegrate excluded and at risk pupils:</p> <ul style="list-style-type: none"> To manage alternative school placements for pupils at risk of exclusion in one school; To develop criteria for reintegration of temporarily excluded pupils; To consider the re-admission and placement of permanently excluded pupils; To have a monitoring role in the success of placements. 	<p>In November 2004, the then DfES issued guidance on hard to place pupils with the expectation that Admissions Forums would agree protocols for a fairer sharing out of these pupils between local schools. Whilst there was not statutory requirement to have a protocol, there was a Government expectation that every LA would have a voluntary agreement in place by September 2005. It was essential to the success of the Protocol that all Headteachers and Governing Bodies agreed its aims, principles and procedures, and gave it their fullest support. The Admissions Forum has the responsibility for agreeing the protocol as part of its duty for promoting arrangements on difficult admission issues. Once the protocol had been agreed with the Forum it was agreed with schools.</p> <p>The protocol is consistent with and complementary to, Sunderland's Children Missing from Education Guidance on identifying and maintaining contact with children missing, or at risk of going missing from education.</p> <p>The new Admission Code, which was brought into effect on 28</p>

Recommendations	Has this recommendation been implemented? (give examples) If not, explain why not.
	February 2007, now requires every LA, Admission Authority and Admission Forum which does not already have one. To agree an In Year Fair Access Protocol. Since September 2007, all schools must be covered by the protocol (previously known as Hard to Place Protocol). This review protocol will continue to address the risk and underline the collective corporate response to schools in the City, to the situation of these young people, their families and carers and their local communities.

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

10 DECEMBER 2009

PROGRESS REPORT ON HYLTON RED HOUSE PRIMARY SCHOOL

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN'S SERVICES

Strategic Priority: Learning City

**Corporate Improvement Priority: Delivering Customer Focused Services,
Efficient and Effective Council**

1. Why has this report come to the Committee?

- 1.1 To update the Scrutiny Committee on activity and progress at Hylton Red House Primary School that is subject to Special Measures through an Ofsted judgement.

2. Background

- 2.1 Hylton Red House Primary School has been in Special Measures since September 2008. With intensive support from the Local Authority through the School Improvement Service the quality of the curriculum provision offered to the pupils is continuing to improve following the third HMI report which regarded progress in the school to be satisfactory since the previous monitoring visit and the declaration of Special Measures.

3. Current position

- 3.1 The fourth monitoring inspection is now due.
- 3.2 The Interim Executive Board (IEB) has been acting in its agreed role since 1 September 2009. The school's newly substantive Headteacher took up his position at the school on 1 November 2009. The Headteacher and IEB have quickly grasped the issues relating to underachievement and are currently carrying out a range of activities to drive rapid improvements. These are having an immediate impact and are increasing staff morale and teamwork. The positive ethos of the school has been strengthened further by the substantive Headteacher and the IEB and this has led to staff increasing their commitment and productivity and is raising pupils' pride in and commitment to their school and its community. The IEB is bringing an increased level of challenge to the school. Each IEB member has a detailed work plan to ensure that all areas of scrutiny are covered. Their work with the senior leadership team has given strategic direction and has brought about improvements in the way roles and responsibilities are carried out.
- 3.3 The 2009 Key Stage 2 results in mathematics were disappointing and as a result the targets for two levels progress in mathematics and for

English and mathematics combined were not met. Whilst attainment remains low pupils in the immediate past can be seen to be making more progress than before. However the overall rate of progress may still be challenged by HMI. Teachers are increasingly embedding learning in first-hand experience and this is leading to pupils being more interested and engaged. They are retaining their learning because they are having increasing opportunities to apply it. The school's accountability structure for pupil progress tracks individual pupil progress and the performance of groups of pupils. Timely intervention is provided for pupils who need it. The Headteacher acknowledges that the pace of curriculum reform needs to increase so additional planning to do this has been put in place.

- 3.4 Five members of staff left the school at the end of the summer term 2009. Three teachers retired, two of these through voluntary redundancy and two teachers resigned their posts. The level of staff absence in the school has reduced significantly during the autumn term 2009.

4. Conclusion

- 4.1 The Local Authority continues to use all the means at its disposal to address issues in the school and lead the school out of the category of Special Measures

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OFSTED INSPECTIONS – 12 MONTHS PROGRESS

REPORT OF THE CHIEF EXECUTIVE

1. Purpose of Report

- 1.1 This report invites Members to consider progress in schools following Ofsted Inspection reports carried out approximately 12 months ago (attached as Appendix 1).

2. Background

- 2.1 The Committee received the Ofsted inspection reports in order to examine the quality and standards of education and social care in individual establishments.

3. Progress following Ofsted Inspections

- 3.1 The Committee will recall that at the October meeting it was agreed that the previous arrangement for reporting school inspection reports would be replaced and in future the Committee would receive quarterly reports focusing around the schools concerns policy.

4. Conclusion

- 4.1 The Committee is recommended to consider the progress in recently inspected establishments.

5. Background Papers

Inspection reports as listed

Progress on Ofsted Inspections that took place in October 08

School	Inspection Outcome	Inspection Date	Presented to Review Committee	What the school should do to improve	Specific challenge, support and interventions	General comments
Wessington Primary School	Satisfactory (3)	01-02/10/2008	November 08	<p>Ensure that recent improvements are sustained.</p> <p>Improve achievement by ensuring that all children are given work more accurately matched to their ability.</p> <p>Raise standards in writing.</p>	<p>Both issues have been prioritised in the school development plan. Writing had a big push with training, support and monitoring over last term and a half, resulting in some improvements in marking and feedback, and resulted in improvements in progress across year groups, but not enough to raise standards at the end of key stage 2.</p> <p>Focus on differentiation this term with all staff and individuals. All LA support aiming towards improving this. Will be monitored by School Improvement Partner and acting Headteacher</p>	School has been challenged through staff absence of key people. Systems and processes have had to be re-established since September
St. Joseph's RC Primary School (Sunderland)	Good (2)	07/10/2008	June 08	<p>Raise expectations of the quality and quantity of writing across the curriculum.</p> <p>Provide children with English as an additional language in the EYFS with small group activities to help them to learn English.</p>	<p>The nature of the report required no specific intervention or challenge action from the School Improvement Service outside its normal routine of SIP monitoring.</p> <p>The school has taken the following action:</p> <ul style="list-style-type: none"> • Sought advice on ISP and its implementation • Requested consultant support for particular aspects of its practice • Responded positively to SIP advice 	<p>The school continues to maintain its standards within a clear set of school priorities and targeted actions. The HT PM targets are focused upon its next challenges</p> <ul style="list-style-type: none"> • Developing the role of middle leaders • Heightening all assessment procedures for vulnerable groups • Implementing and embedding APP
Farringdon Primary School	Good (2)	13-14/10/2008	December 08	<p>Accelerate progress and raise standards for more able pupils.</p>	<p>The nature of the report required no specific intervention or challenge action from the School Improvement Service outside its normal routine of SIP monitoring.</p> <p>The school has taken the following action:</p> <ul style="list-style-type: none"> • Continued to implement the actions plans set out post Ofsted • Provided further opportunity for the development of leadership and 	

School	Inspection Outcome	Inspection Date	Presented to Review Committee	What the school should do to improve	Specific challenge, support and interventions	General comments
				Provide more opportunities for pupils to learn about the wider national and global community.	management (eg HT currently AHT at Grangetown – all leaders within Farringdon carrying out heightened role effectively)	
Hylton Red House School	Satisfactory (3)	15-16/10/2008	December 08	<p>Raise achievement and standards in the core subjects of English, mathematics and science.</p> <p>Improve the precision with which teaching and planning in the core subjects are evaluated and developed.</p>	The school took part in the National Challenge programme and increased it's scores in 5+A*_C to 19% from 9% in 2008. The school has now closed to be replaced by an Academy.	

**FORWARD PLAN – KEY DECISIONS FOR THE
PERIOD 1 DECEMBER 2009 – 31 MARCH 2010**

REPORT OF THE CHIEF EXECUTIVE

1. Purpose of the Report

- 1.1 To provide members with an opportunity to consider the Executive's Forward Plan for the period 1 December – 31 March.

2. Background Information

- 2.1 The Council's Forward Plan contains matters which are likely to be the subject of a key decision to be taken by the Executive. The Plan covers a four month period and is prepared and updated on a monthly basis.
- 2.2 Holding the Executive to account is one of the main functions of scrutiny. One of the ways that this can be achieved is by considering the forthcoming decisions of the Executive (as outlined in the Forward Plan) and deciding whether scrutiny can add value in advance of the decision being made. This does not negate Non-Executive Members ability to call-in a decision after it has been made.
- 2.3 In considering the Forward Plan, members are asked to consider only those issues which are under the remit of the Scrutiny Committee. These are as follows:-

General Scope: To consider issues relating to children and young people, and learning for all ages.

Remit: Children & Young People's Plan Outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Positive Contribution; Achieve Economic Well-Being and Adult Learning, Libraries, Youth Justice.

3. Current Position

- 3.1 The relevant extract from the Forward Plan is attached.
- 3.2 In the event of members having any queries that cannot be dealt with directly in the meeting, a response will be sought from the relevant Directorate.

4. Recommendations

- 4.1 To consider the Executive's Forward Plan for the current period.

5. Background Papers

Forward Plan 1 December – 31 March

Contact Officer : Karen Brown, Scrutiny Officer
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Forward Plan: Key Decisions from - 01/Dec/2009 to 31/Mar/2010

Items which fall within the remit of the Children, Young People and Learning Scrutiny Committee

No.	Description of Decision	Decision Taker	Anticipated Date of Decision	Principal Consultees	Means of Consultation	When and how to make representations and appropriate Scrutiny Committee	Documents to be considered	Contact Officer	Tel No
01334	To provide information to Cabinet on the DCSF policy on fire safety in schools, particularly the inclusion of fire sprinklers in new schools, and to agree the position of this in relation to Wave 2 of BSF and the Primary Capital Programme	Cabinet	02/Dec/2009	Council officers, Tyne & Wear Fire and Rescue Services (TWFRS)	Meetings with TWFRS, Council Officers	Via Contact Officer by 20 November - Children, Young People and Learning Scrutiny Committee	DCSF Policy guidance and risk assessments, Building Bulletin 100 'Fire Safety in Schools'	Beverley Scanlon	5611965

CHILDREN, YOUNG PEOPLE AND LEARNING SCRUTINY COMMITTEE

WORK PROGRAMME 2009/10

REPORT OF THE CHIEF EXECUTIVE

10 December 2009

1. Purpose of Report

- 1.1 For the Committee to receive the updated work programme for the 2009-10 Council year.
- 1.2 The work of the Committee in delivering its work programme will support the Council in achieving its Strategic Priority of a Learning City.

2. Background

- 2.1 The work programme allows Members and Officers to maintain an overview of work planned and undertaken during the Council year.

3. Current position

- 3.1 In addition to the items taken at the scheduled meetings the following activities have taken place since the last meeting:

Children & Young People's Plan Drop-In

- 3.2 The Children's Trust is currently preparing its Children and Young People's Plan (CYPP) 2010-25. To continue to give every opportunity to contribute member's views a consultation drop-in event was held on 24 November in the Civic Centre.
- 3.3 Some members of the Committee were able to attend and had the opportunity to discuss:
 - The Children and Young People's Plan (CYPP) 2010-25
 - Results of consultation so far
 - The best ways to contribute in the future
- 3.4 Formal reporting on the CYPP to the Scrutiny Committee will take place in the new year.

The New Ofsted Framework

- 3.5 An update for Chairs of Governors and Officers was held on 3 December and members of the Committee were invited to attend. The new Ofsted inspection framework came into effect in September 2009 and the briefing session was intended to enable participants to have a sound understanding of the implications of the new inspection arrangements. Sue Brown, a practising HMI offered an

outline of the implications of the new Ofsted framework for schools covering key areas:

- The new inspection criteria and how this will be evaluated by Ofsted
- Limiting judgements and how these affect the overall judgement
- Issues surrounding safeguarding

Membership of Committee

- 3.6 A new Parent Governor Representative, Helen Kelly a governor at St Joseph's, Washington was elected in October and Council endorsed the appointment to Committee at their meeting on 28 November.

16-19 Changes

- 3.7 The Committee is asked to note that an extra meeting has been scheduled for the morning of Friday 18 December 2009 to gather evidence in relation to 16-19 changes. The meeting is likely to take place between 9.30 am – 12.30 pm. Further details will be issued nearer the time.

4. Recommendation

- 4.1 That Members note the information contained in the updated work programme.

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CHILDREN, YOUNG PEOPLE & LEARNING SCRUTINY COMMITTEE WORK PROGRAMME 2009-10

	JUNE 18.6.09	JULY 9.7.09	SEPTEMBER 17.9.09	OCTOBER 15.10.09	NOVEMBER 12.11.09	DECEMBER 10.12.09	DECEMBER 18.12.09	JANUARY 14.1.10	FEBRUARY 11.2.10	MARCH 11.3.10	APRIL 22.4.10
Policy Review	Proposals for policy reviews (KB)	Scope of review – Commissioning 16-19 learning Looked After Children – Progress on recommendations			16-19 Learning – Setting the Scene (LB)	Achieving Educational Inclusion (MF)	Evidence Gathering Meeting	Youth Work Commissioning (AN) YOS Improvement Plan (JH)	Gender & Attainment – Progress on recommendations		Final Report
Scrutiny	Workforce Innovation & Reform Strategy consultation (PC/PT) Health Notice : Measles Outbreak (KM)	Laming Report Action Plan (KM) Health Notice : Swine Flu / Measles Outbreak (NC)	Library Plan (JH) HRH Primary – Improvement Plan (SM/MF)	Ofsted Inspection Framework / Schools Performance 2008/09 (LB)	Young Persons Supported Housing Project (PB)	Library Services Pricing Review (JH) Behaviour & Attendance Strategy (PH)		Schools Performance (LB)	Corporate Parenting Annual Report	Initial Response Team Annual Report (MB) Social Worker Roles & Responsibilities (MB)	Annual Report (KB) Schools Performance (LB)
Scrutiny (Performance)	HRH Primary – Improvement Plan (SM/MF) Ofsted 12 months progress Plains Farm Primary	Castle View Monitoring Visit (MF)	Provisional KS Results (MF/AB) Performance & VFM Annual Report (SM)	Complaints Annual Report 08/09 (SM) LDD Strategy (SF)	Audit Commission School Survey 2009 (SM)	HRH Primary Improvement Plan (MF/SM)		Performance Q2 April – Sept 09	Attainment of C&YP (LB) Tellus4survey (SM)	LDD Improvement Plan (SF)	Performance Framework Q3
Cabinet	Article 4: Youth Justice Plan 09/10 (JH/GK)								Article 4: CYPP 2009-11		
Committee Business	Work Programme 2009/10 (KB) Children's Homes Inspections Parenting Strategy	Libraries Conference	Ofsted Safeguarding Inspections Final Draft Work Programme	Co-opted Review (KB)	Libraries Conference Feedback (GH/TM)						
CCFA/Members items/Petitions											

<p>To be scheduled:</p> <ul style="list-style-type: none"> Academy Schools Vision & Future Children's Trust Annual Report Teaching & Take up of MFL Children's Centres / Sure Start Children in Transit Total Place / Sandhill Scores Foster Carer Strategy 	<p>At every meeting:</p> <ul style="list-style-type: none"> Forward Plan items within the remit of this committee Work Programme update
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