

Children, Young People and Family Support Scrutiny and Policy Development Committee

Monday 17 November 2014 at 1.00 pm

**To be held at the Town Hall, Pinstone
Street, Sheffield, S1 2HH**

The Press and Public are Welcome to Attend

Membership

Councillors Gill Furniss (Chair), Nasima Akther, John Booker, Mike Drabble, Talib Hussain, Karen McGowan, Pat Midgley, Colin Ross, Ian Saunders, Diana Stimely, Stuart Wattam and Cliff Woodcraft (Deputy Chair)

Education Non-Council Members

Jules Jones, Gillian Foster, Joan Stratford and Alison Warner

Substitute Members

In accordance with the Constitution, Substitute Members may be provided for the above Committee Members as and when required.

PUBLIC ACCESS TO THE MEETING

The Children, Young People and Family Support Scrutiny Committee exercises an overview and scrutiny function in respect of the planning, policy development and monitoring of service performance and other general issues relating to learning and attainment and the care of children and young people within the Children's Services area of Council activity. It also scrutinises as appropriate the various local Health Services functions, with particular reference to those relating to the care of children.

A copy of the agenda and reports is available on the Council's website at www.sheffield.gov.uk. You can also see the reports to be discussed at the meeting if you call at the First Point Reception, Town Hall, Pinstone Street entrance. The Reception is open between 9.00 am and 5.00 pm, Monday to Thursday and between 9.00 am and 4.45 pm. You may not be allowed to see some reports because they contain confidential information. These items are usually marked * on the agenda.

Members of the public have the right to ask questions or submit petitions to Scrutiny Committee meetings and recording is allowed under the direction of the Chair. Please see the website or contact Democratic Services for further information regarding public questions and petitions and details of the Council's protocol on audio/visual recording and photography at council meetings.

Scrutiny Committee meetings are normally open to the public but sometimes the Committee may have to discuss an item in private. If this happens, you will be asked to leave. Any private items are normally left until last. If you would like to attend the meeting please report to the First Point Reception desk where you will be directed to the meeting room.

If you require any further information about this Scrutiny Committee, please contact Diane Owens, Policy and Improvement Officer on 0114 27 35065 or [email diane.owens@sheffield.gov.uk](mailto:diane.owens@sheffield.gov.uk)

FACILITIES

There are public toilets available, with wheelchair access, on the ground floor of the Town Hall. Induction loop facilities are available in meeting rooms.

Access for people with mobility difficulties can be obtained through the ramp on the side to the main Town Hall entrance.

**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY
DEVELOPMENT COMMITTEE AGENDA
17 NOVEMBER 2014**

Order of Business

- 1. Welcome and Housekeeping Arrangements**
- 2. Apologies for Absence**
- 3. Exclusion of Public and Press**
To identify items where resolutions may be moved to exclude the press and public
- 4. Declarations of Interest** (Pages 1 - 4)
Members to declare any interests they have in the business to be considered at the meeting
- 5. Minutes of Previous Meeting** (Pages 5 - 16)
To approve the minutes of the meeting of the Committee held on 22nd September, 2014, and to note the attached Actions Update
- 6. Public Questions and Petitions**
To receive any questions or petitions from members of the public
- 7. 2014 City-Wide Attainment Outcomes in Schools and Academies** (Pages 17 - 38)
Report of the Executive Director of Children, Young People and Families
- 8. Academies in Sheffield**
To receive a presentation from Antony Hughes, Interim Director, Inclusion and Learning Services and Children's Commissioner
- 9. Work Programme 2014/15** (Pages 39 - 40)
Report of the Policy and Improvement Officer
- 10. Date of Next Meeting**
There will be a special meeting of the Committee on Monday, 15th December, 2014, at 2.00 pm, in the Town Hall and the next scheduled meeting of the Committee will be held on Monday, 26th January, 2014, at 1.00 pm, in the Town Hall

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ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

If you are present at a meeting of the Council, of its executive or any committee of the executive, or of any committee, sub-committee, joint committee, or joint sub-committee of the authority, and you have a **Disclosable Pecuniary Interest (DPI)** relating to any business that will be considered at the meeting, you must not:

- participate in any discussion of the business at the meeting, or if you become aware of your Disclosable Pecuniary Interest during the meeting, participate further in any discussion of the business, or
- participate in any vote or further vote taken on the matter at the meeting.

These prohibitions apply to any form of participation, including speaking as a member of the public.

You **must**:

- leave the room (in accordance with the Members' Code of Conduct)
- make a verbal declaration of the existence and nature of any DPI at any meeting at which you are present at which an item of business which affects or relates to the subject matter of that interest is under consideration, at or before the consideration of the item of business or as soon as the interest becomes apparent.
- declare it to the meeting and notify the Council's Monitoring Officer within 28 days, if the DPI is not already registered.

If you have any of the following pecuniary interests, they are your **disclosable pecuniary interests** under the new national rules. You have a pecuniary interest if you, or your spouse or civil partner, have a pecuniary interest.

- Any employment, office, trade, profession or vocation carried on for profit or gain, which you, or your spouse or civil partner undertakes.
- Any payment or provision of any other financial benefit (other than from your council or authority) made or provided within the relevant period* in respect of any expenses incurred by you in carrying out duties as a member, or towards your election expenses. This includes any payment or financial benefit from a trade union within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992.

*The relevant period is the 12 months ending on the day when you tell the Monitoring Officer about your disclosable pecuniary interests.

- Any contract which is made between you, or your spouse or your civil partner (or a body in which you, or your spouse or your civil partner, has a beneficial interest) and your council or authority –
 - under which goods or services are to be provided or works are to be executed; and
 - which has not been fully discharged.

- Any beneficial interest in land which you, or your spouse or your civil partner, have and which is within the area of your council or authority.
- Any licence (alone or jointly with others) which you, or your spouse or your civil partner, holds to occupy land in the area of your council or authority for a month or longer.
- Any tenancy where (to your knowledge) –
 - the landlord is your council or authority; and
 - the tenant is a body in which you, or your spouse or your civil partner, has a beneficial interest.
- Any beneficial interest which you, or your spouse or your civil partner has in securities of a body where -
 - (a) that body (to your knowledge) has a place of business or land in the area of your council or authority; and
 - (b) either -
 - the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body; or
 - if the share capital of that body is of more than one class, the total nominal value of the shares of any one class in which you, or your spouse or your civil partner, has a beneficial interest exceeds one hundredth of the total issued share capital of that class.

If you attend a meeting at which any item of business is to be considered and you are aware that you have a **personal interest** in the matter which does not amount to a DPI, you must make verbal declaration of the existence and nature of that interest at or before the consideration of the item of business or as soon as the interest becomes apparent. You should leave the room if your continued presence is incompatible with the 7 Principles of Public Life (selflessness; integrity; objectivity; accountability; openness; honesty; and leadership).

You have a personal interest where –

- a decision in relation to that business might reasonably be regarded as affecting the well-being or financial standing (including interests in land and easements over land) of you or a member of your family or a person or an organisation with whom you have a close association to a greater extent than it would affect the majority of the Council Tax payers, ratepayers or inhabitants of the ward or electoral area for which you have been elected or otherwise of the Authority's administrative area, or
- it relates to or is likely to affect any of the interests that are defined as DPIs but are in respect of a member of your family (other than a partner) or a person with whom you have a close association.

Guidance on declarations of interest, incorporating regulations published by the Government in relation to Disclosable Pecuniary Interests, has been circulated to you previously.

You should identify any potential interest you may have relating to business to be considered at the meeting. This will help you and anyone that you ask for advice to fully consider all the circumstances before deciding what action you should take.

In certain circumstances the Council may grant a **dispensation** to permit a Member to take part in the business of the Authority even if the member has a Disclosable Pecuniary Interest relating to that business.

To obtain a dispensation, you must write to the Monitoring Officer at least 48 hours before the meeting in question, explaining why a dispensation is sought and desirable, and specifying the period of time for which it is sought. The Monitoring Officer may consult with the Independent Person or the Council's Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Interim Director of Legal and Governance on 0114 2734018 or email gillian.duckworth@sheffield.gov.uk.

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**Children, Young People and Family Support Scrutiny and Policy Development
Committee**

Meeting held 22 September 2014

PRESENT: Councillors Gill Furniss (Chair), John Booker, Mike Drabble, Talib Hussain, Karen McGowan, Pat Midgley, Colin Ross, Ian Saunders, Diana Stimely, Stuart Wattam, Cliff Woodcraft (Deputy Chair) and Geoff Smith (Substitute Member)

Non-Council Members in attendance:-

Jules Jones, Education Non-Council Voting Member
Joan Stratford, Education Non-Council Voting Member
Alison Warner, Education Non-Council Member

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1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received from Councillor Nasima Akther, and Councillor Geoff Smith attended the meeting as the duly appointed substitute, and Gillian Foster (Education Non-Council Voting Member).

2. EXCLUSION OF PUBLIC AND PRESS

2.1 No items were identified where resolutions may be moved to exclude the public and press.

3. DECLARATIONS OF INTEREST

3.1 Councillor John Booker declared a personal interest in agenda item 9 (Refreshing the Child and Household Poverty Strategy) as a contractor of the former Sheffield Homes.

3.2 Jules Jones declared a personal interest in agenda item 8 (What Services are Available for Young Carers in the City of Sheffield?) as a Governor of the Sheffield Health and Social Care Foundation Trust.

4. MINUTES OF PREVIOUS MEETING

4.1 The minutes of the meeting of the Committee held on 21st July 2014, were approved as a correct record, and the Committee noted the attached Actions Update.

5. PUBLIC QUESTIONS AND PETITIONS

5.1 There were no questions raised or petitions submitted by members of the public.

6. UPDATE FROM THE DIRECTOR OF CHILDREN AND FAMILIES

6.1 Dorne Collinson, Director, Children and Families, provided a brief overview of her role, since her appointment to the post of Director in April 2014. She stated that she had a long employment history in the field of social care, and was responsible for a large and diverse portfolio, which included a number of social care functions, such as children's social work, fostering, adoption and safeguarding. Ms Collinson stated that she was going to place a big emphasis on the early years agenda in an attempt to minimise intervention levels at a later stage. She was particularly impressed with the early intervention and prevention services and planned to make further improvements to services relating to Looked After Children, and would be trying to align a number of the other services to make them more streamlined and easier to access. Part of this work would include the introduction of a one point of contact for members of the public and partner services.

6.2 Members of the Committee raised questions and the following responses were provided:-

- The work to introduce a one point of contact was at an early stage. The plan was to have a new telephone number, which would be a local number, and it was hoped that the new arrangements would be in place by Spring 2015.
- The Service would be undertaking a review of the relevant services following the recommendations of Professor Jay, in the light of the recent child sexual exploitation inquiry in Rotherham. One element of the review would include an audit of recent child sexual exploitation cases referred to the system, to be undertaken by an independent consultant and overseen by a Panel comprising the Executive Director, Children, Young People and Families, Cabinet Member for Children, Young People and Families, the Chair of the Safeguarding Children's Board, and a representative from the Health Service. The results of the audit would be fed into the Sheffield Safeguarding Board, as well as being reported to a future meeting of this Committee. The practices adopted by the Service were constantly reviewed following the publishing of details in respect of child sexual exploitation cases in other local authority areas.
- Whilst there were no immediate plans to change the good practice already adopted by the Service, the challenging nature of the work undertaken by the Service meant that officers had to work in an innovative way.

6.3 RESOLVED: That the Committee:-

- (a) notes the information now reported by Dorne Collinson; and
- (b) thanks Ms Collinson for attending the meeting and providing an overview of her role, and welcomes her to the City in her new role as Director, Children and Families.

7. WHAT SERVICES ARE AVAILABLE FOR YOUNG CARERS IN THE CITY OF

SHEFFIELD?

- 7.1 The Director, Children and Families Services, submitted a report containing details of the services that were available to support Young Carers in the City, which were supported through the Young Carers Strategy Board, Sheffield Young Carers Project and the VOYCE Partnership Agreement. The report indicated that there were at least 2,000 school age Young Carers in Sheffield, defined as children or young people who provided a substantial amount of care for someone at home, usually a relative or friend, who had a physical or mental illness, disability or substance misuse problem. Young Carers took on practical and/or emotional caring responsibilities that would normally be expected of an adult. The issues were compounded by a lack of services available for families, or them not knowing about services or other support available, and there was often a reluctance to involve agencies as families were fearful of acknowledging a child's caring role. The Young Carers would be required to undertake a number of practical tasks, including shopping, cooking, preparing medication and personal care, and the role would often have an adverse impact on their education and personal lives.
- 7.2 In addition to the report, the Committee viewed a video made by CHILYPEP (Children and Young People's Empowerment Project). The video focussed specifically on the rights of Young Carers, and featured a number of Young Carers talking about their experiences and referring to the problems and obstacles they faced whilst undertaking their role. The Committee also received a presentation from the Sheffield Young Carers Project (SYCP) featuring two Young Carers talking about the difficulties they faced in their role, and referring to their contrasting experiences in terms of how they had been supported by their respective educational establishments. They also referred to the assistance provided by the SYCP.
- 7.3 The Committee also received a presentation from Sara Gowen, Managing Director, Sheffield Young Carers Project, and Lesley Pollard, CHILYPEP, entitled 'What Services are Available for Young Carers within the City of Sheffield?'. Reference was made to the Sheffield Carers and Young Carers Strategy, the City Council's Commitment to Carers, the support provided to Young Carers, which included details of the Sheffield Young Carers Project and the VOYCE Project, and the key priorities for Young Carers. They also reported on the impact of the Young Carers' role on their education and personal lives, the benefits of investment in the Sheffield Young Carers Project and the benefits of investment in interventions for Young Carers in general, and the challenges being faced in terms of developing support for, and attracting investment in order to meet the ongoing needs of, Young Carers. They highlighted the success of the model of partnership working developed through the VOYCE Project, where voluntary, community and faith lead organisations worked together with the City Council and other statutory bodies to develop the project model and attract external funding into the City to deliver it. They concluded by referring to a series of recommendations, which were also set out in the report of the Director, Children and Families Service, now submitted.
- 7.4 Members of the Committee raised questions and the following responses were provided:-

- All the funding received for the SYCP Family Project from the Big Lottery Youth in Focus Programme was targeted towards those Young Carers supporting family or friends with mental health or substance misuse issues. This was due to the requirements of this specific funding stream. Ideally, the plan was to ensure that support was provided for Young Carers supporting those family members and friends having a wide range of health problems.
- Out of the 189 young people interviewed, following the Young Carer awareness raising assemblies which had been delivered to primary and secondary schools through the VOYCE Project, 91 were not classified as Young Carers by definition and were found only to be responsible for visiting friends or relatives or undertaking chores within the household, and did not have full responsibility for the care of someone. The remaining 98 were defined as Young Carers.
- It was recognised that the actions of Young Carers, in their role, would have an adverse effect on school attendance, and consequently affect schools' attendance statistics. It was also recognised that there was a need for flexibility in certain cases, and there was an emphasis on the young person discussing this with their school, and receiving support to improve their attendance and attainment.
- A Young Carers Centre was considered to be a potential solution to overcoming the challenges outlined in the presentation. The SYCP has begun work around a Young Carers Centre, and development and design would involve Young Carers.
- In the light of the change in the model of delivery to develop a Young Carers Centre by the SYCP to a time-limited service, following the increase in referrals and a growing waiting list over the last few years, the SYCP was looking at how to support those Young Carers no longer receiving full-time support. There was a need to give consideration to the balance in terms of those Young Carers no longer receiving full-time support from the Project and those young people enrolling on the Project for the first time. SYCP Project Workers assisted where possible, in bringing Young Carers into other services where appropriate, such as counselling and universal services. However, many services were being cut back and waiting lists were growing.
- The SYCP and VOYCE Project worked closely with Sheffield College and other further education establishments in terms of monitoring and providing continued support for Young Carers moving from school to such establishments.
- It was appreciated that a number of Young Carers did not wish to identify themselves for a number of reasons, such as the worry and threat of being taken into care, or being bullied.
- Discussions had commenced in the Education Sub-Group of the Young

Carers Strategy Board with regard to looking at whether Young Carers could qualify, under the present criteria, for receiving the Pupil Premium.

- Some, but not all of the City's academies were engaged with the Sheffield Young Carers Project and the VOYCE Project in connection with Young Carers at their establishments.

7.5 The following comments were also made:-

- In the light of the Young Carers' accounts, as part of the presentations, it was important that all schools and other educational establishments were supportive of Young Carers.
- It is in the interest of health services to support Young Carers as this can impact on early intervention/service delivery.
- There was a need for the identification of a method which schools and other educational establishments could use to record the number of Young Carers as not all schools now used the Schools Information Management System (SIMS).

7.6 RESOLVED: That the Committee:-

(a) notes:-

- (i) the contents of the report now submitted, the presentations now made and the responses provided to the questions raised;
- (ii) that, following on from the development of the Person Centred Assessment, the Children, Young People and Families Service and Adults Service will sign up to the Local Memorandum of Understanding between statutory Directors for Children's Services and Adult Social Services; and
- (iii) the intent in terms of exploring the potential for a Young Carers Centre, and requests a report on progress from the Director, Children and Families, within six months;

(b) notes and supports future developments that are required in relation to:-

- (i) Health Services representation on the Young Carers Strategic Board;
- (ii) ensuring schools engagement with the schools network and the adoption of good practice in identifying, recording and supporting Young Carers in all schools, the implementation of the model of support developed by VOYCE for Young Carers in transition and, potentially, the National Schools Standards following the one year pilot;

- (iii) commissioners of Mental Health and Emotional Wellbeing Services for Children and Young People making support for Young Carers explicit in service specifications;
 - (iv) organisations considering how learning from the VOYCE Project and the work of Sheffield Young Carers Project can be shared, replicated and implemented;
 - (v) statutory and voluntary organisations supporting the development of transition services between Young Carers' services and carers services;
 - (vi) statutory and local voluntary services working with young carers implementing the new legislation relevant to Young Carers;
 - (vii) the City Council taking into account the services provided over and above those contracted by the Council, when commissioning its service; to acknowledge that the services funded by the City Council are only a small percentage of support currently available, but that it provides a solid core from which further funding can be raised; and
 - (viii) highlighting the work of the VOYCE Project and the Sheffield Young Carers Project to the Governing Bodies of Schools and Trust Boards of Academies, and alerting them to the importance of effectively identifying Young Carers and the potential positive impact this can have in terms of their academic achievement;
- (c) acknowledges the excellent work of the Young Carers in the City, particularly in the light of all the difficulties and obstacles they face in terms of their education and personal lives; and
- (d) requests a letter highlighting the work of Young Carers in the City, accompanied by the three presentations from the Young Carers now made, be forwarded to the Minister of State for Schools, the Rt Hon David Laws MP, and the Shadow Secretary of State for Education, Tristran Hunt MP

8. REFRESHING THE CHILD AND HOUSEHOLD POVERTY STRATEGY

- 8.1 The Executive Director, Children, Young People and Families, submitted a report on the plans to refresh the Council's Child and Household Poverty Strategy that was planned to run to the end of 2014, with the aim of addressing the growing need in the City in the context of continuing difficult economic circumstances and reducing resources within the public sector. Attached to the report were a number of appendices, containing additional information on the Child and Household Poverty Strategy, including an invitation letter explaining what the Council is doing in terms of refreshing the Strategy, a consultation response form, a draft assessment of need in the City, a self-assessment of the 2012-2014 Strategy, and a draft Action Plan, setting out what work was being undertaken and what work could be undertaken in order to tackle child and household poverty in the City,

along with links to the Fairness Commission report and the previous Needs Assessment and Strategy.

8.2 The report was supported by a presentation by Anna Brook, Lifelong Learning, Skills and Communities, who reported on the problems of child and household poverty both nationally and in Sheffield, and referred to the timetable with regard to consultation on the new Strategy which, it was hoped, would be published in January 2015. Ms Brook reported on the proposed structure of the revised Strategy, which involved tackling poverty today and mitigating its worse effects, by improving living standards, tackling some of the root causes of poverty, by supporting people into work and increasing their earnings, and breaking the inter-generational cycle of poverty, by giving children the best start in life and improving educational attainment for children, and referred to a number of themes in each of the areas above.

8.3 Members of the Committee made the following comments:-

- Whilst appreciating the work undertaken, and the planned work, to attempt to tackle poverty in the City, the Strategy needed to concentrate on the whole City, and not just those areas with higher poverty levels, and also concentrate on breaking the cycle of child and household poverty. In doing this, there was a need for more radical thinking in terms of the action required on the basis that, despite the best efforts of the Council and partner agencies, such initiatives have not been successful in the past.
- Specific concerns were raised regarding sanctions imposed by the Job Centre, such as for failing to log into the system.
- The Strategy needs to focus on the needs of young children, particularly as high numbers were suffering physically in terms of the poverty they faced, which was having an adverse effect on their educational achievements.
- Consideration needs to be given to the quality of food that families, particularly young children, were eating at home, specifically the high levels of salt and sugar.
- Schools and other educational establishments needed to focus more on the pupils' life skills rather than league tables in respect of academic achievement.
- There was a need to build on the existing programmes, such as Building Successful Families.
- Consideration needs to be given to the aspirations of young people, particularly those living in the more deprived areas of the City, and those attending schools and educational establishments with lower attainment levels, in order to give them belief that they could achieve their goals.
- Need for a qualifying statement to be added to the Needs Assessment (Page 16), relating to the evidence from Dickerson and Popli (Persistent Poverty and

Children's Cognitive Development), to avoid stigmatisation, which could be achieved by providing the reasoning behind the lower test scores.

- More focus should be placed on young people taking apprenticeships in order to increase the potential for employment opportunities in families.

8.4 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, together with the comments now made; and
- (b) requests that any further individual or group comments or views be forwarded to Anna Brook, as part of the consultation on the Child and Household Poverty Strategy, with the deadline for comments being 30th September, 2014.

9. 2014 CITY-WIDE ATTAINMENT OUTCOMES IN SCHOOLS AND ACADEMIES - THE EARLY PICTURE AND HEADLINES FOR ALL KEY STAGES

9.1 The Executive Director, Children, Young People and Families, submitted a report providing a brief overview in respect of attainment and performance outcomes from Foundation Stage to A Level in the City's schools and academies.

9.2 In attendance for this item were Iain Peel, Interim Director, Inclusion and Learning Services, Janet Docherty, Interim Head of Learning and Achievement Service and Pam Smith, Strategic Lead – Targeted Intervention, Children, Young People and Families.

9.3 Iain Peel stated that a more detailed report on the attainment statistics, including initial comparisons to national performance and to other local authorities, would be presented at the next meeting of the Committee in November 2014, and went on to highlight the headlines in respect of all the key stages.

9.4 Members of the Committee raised questions and the following responses were provided:-

- In terms of the three schools reported to be below the Government floor standard of 40% in 2014, there had been improvements in the communication links between Sheffield Springs Academy and the local community. Officers were interested to hear from Members if they were aware of any similar communication issues between the other two schools and their respective local communities.
- The Local Authority was aware of low attainment levels in respect of AS Levels at some schools and Sheffield College and considered this to be due to the big step up in terms of levels of difficulty from GCSE Level and Members of the Committee suggested that it also had a lot to do with levels of pastoral care and guidance offered.

- It was not possible to provide details of the key educational outcomes, as broken down by Ward at this point in time, as the National Government dataset was required, and this would not be available until November 2014.
- It was too early to tell if there was a difference in outcomes between maintained schools and academies. In three to five years, the data would be available in terms of performance trends, so it will be possible to see if there was any difference then.

9.5 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, the comments now made and the responses provided to the questions raised;
- (b) requests that a further report be submitted to its meeting in November 2014, on the attainment statistics for the City, providing an analysis in terms of the available national data/comparators; and
- (c) expresses its thanks and appreciation to Iain Peel, who was leaving the Authority on Friday, 26th September 2014, to take up a new post at Derby City Council.

10. WORK PROGRAMME 2014/15

10.1 The Policy and Improvement Officer, Diane Owens, submitted a paper containing the Committee's draft Work Programme 2014/15.

10.2 RESOLVED: That the Committee:-

- (a) notes the draft Work Programme 2014/15; and
- (b) in the light of the comments now raised, requests the Policy and Improvement Officer to liaise with the Director, Children and Families Service, to look at which meeting the Sheffield review, following the recent child sexual exploitation inquiry in Rotherham, could be discussed at, with the possibility of a special meeting being arranged for this one item.

11. DATE OF NEXT MEETING

11.1 It was noted that the next meeting of the Committee would be held on Monday, 17th November 2014, at 1.00 pm in the Town Hall.

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Children, Young People & Family Support Scrutiny Committee
Actions update for meeting on 17th November 2014

Action	Minutes	Update	R A G
<p>Annual meeting with young people & young carers the committee requests that - 7.5 (b) (i) the report is shared with Councillor Jackie Drayton, (Cabinet Member for Children, Young People and Families), Jayne Ludlam (Executive Director, Children, Young People and Families) and the City-Wide Learning Body, with a request that they consider the points raised by the young people and feedback their response to the Committee within three months of receiving the report;</p>	<p>21st July 2014</p>	<p>A response has been received from Jayne Ludlam (Executive Director, Children, Young People and Families), this has been circulated to the Committee.</p>	
<p>What services are available for young carers in the city of Sheffield? the committee requests that - 7.6 (d) a letter highlighting the work of Young Carers in the City, accompanied by the three presentations from the Young Carers now made, be forwarded to the Minister of State for Schools, the Rt Hon David Laws MP, and the Shadow Secretary of State for Education, Tristran Hunt MP</p>	<p>22nd September 2014</p>	<p>The letters have been sent.</p>	
<p>2014 Citywide attainment outcomes in Schools and Academies – The Early picture and headlines for all key stages the committee requests that 9.5 (b) a further report be submitted to its meeting in November 2014, on the attainment statistics for the City, providing an analysis in terms of the available national data/comparators.</p>	<p>22nd September 2014</p>	<p>This topic will be considered at the Committee meeting on 17th November 2014.</p>	
<p>Work Programme 2014-15 the committee requests that 10.2 (b) in the light of the comments now raised, requests the Policy and Improvement Officer to liaise with the Director, Children and Families Service, to look at which meeting the Sheffield review, following the recent child sexual exploitation inquiry in Rotherham, could be discussed at, with the possibility of a special meeting being arranged for this one item.</p>	<p>22nd September 2014</p>	<p>This meeting has been arranged for Monday 15th December 2-5pm, Reception Room A, Town Hall.</p>	

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Report to Children, Young People & Family Support Scrutiny Committee Monday 17th November 2014

Report of: Executive Director Children, Young People & Families

Subject: 2014 City Wide Attainment Outcomes in Schools and Academies.
Further detail on attainment outcomes for all Key Stages

Author of Report: Antony Hughes, Interim Director, Inclusion and Learning Services and Children's Commissioner

Summary:

This report gives further detail re attainment and performance outcomes from Foundation Stage to A Level in Sheffield's schools and academies.

A further report on the attainment statistics, including comparisons to national performance and to other local authorities will be presented at the next meeting of the committee in January.

This information has been requested by the scrutiny committee to enable it to scrutinise outcomes.

Type of item: The report author should tick the appropriate box

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	X
Cabinet request for scrutiny	
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	X
Other	

The Scrutiny Committee is being asked to:

- Be aware of the most current performance issues in the city
- Consider the performance of the city as a whole and make any recommendations

Background Papers:

No background documents have been used to write the report. Historic figures have been taken from the Department for Education data sets.

REPORT OF THE EXECUTIVE DIRECTOR OF CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT

2014 CITY WIDE ATTAINMENT OUTCOMES IN SCHOOLS AND ACADEMIES; FURTHER INFORMATION FOR ALL KEY STAGES

1. INTRODUCTION/CONTEXT

- 1.1** Each year the Scrutiny Committee requests a series of reports on attainment outcomes in schools and academies in Sheffield. This is the second in that series for the academic year 2014-15. It looks in more detail at 'validated' data available since the previous report and gives further information re unvalidated data.

Further reports will go into more depth and detail and be updated once each data set is 'validated' by the Department for Education. The GCSE and A Level results do not include any appeals for remarking and are still subject to final verification from schools and the DfE.

- 1.2** The key stages (KS) covered in this report are Foundation Stage, KS1, KS2, KS4 and KS5.

- 1.3** Whilst some children take tests outside the usual time scales and there are some exceptions, it is expected that most children will be tested when they are a similar age. That will mean that:-

- Foundation Stage children are tested when they are aged 5
- Key Stage 1 children are tested when they are 7 years old
- Key Stage 2 children are tested when they are 11 years old
- Key Stage 4 students generally take GCSE examinations when they are 16 years old
- Key Stage 5 students generally take 'A' level standard examinations when they are 18 years old

- 1.4** The performance tables often alter thus making it difficult to compare outcomes to previous years. Where the measures have remained consistent from 2013 to 2014 this has been stated and where the measures are different, making year on year comparisons more difficult, this has also been recorded.

2. HEADLINES

2.1

- Outcomes in the Foundation Stage are good, with Sheffield being ranked 70th nationally for the percentage of Foundation Stage children who make a good progress.
- In 2013, 51% of children achieved a good level of development. This has increased to 60% in 2014.
- Narrowing the gap in the Foundation Stage is improving rapidly, moving from the position of 141st to 113th in the national rankings this year.
- Outcomes at Key Stage 1 are improving in line with national, but the gap is not narrowing between Sheffield and national. This needs to be accelerated.
- Progress at Key Stage 2 continues to be maintained. Outcomes for the new measure introduced in 2013, show that results improved in 2014 in line with national.
- There has been an improvement of a further 2% in the combined measure of Level 4+ in reading, writing and maths in 2014. We anticipate a rise of a further 2% when the validated data (including pupil discounts), is published in December. This mirrors the provisional national rise of 4%.

3.0 THE DIFFERENT ASSESSMENTS AND EACH KEY STAGE

3.1 Foundation Stage

Assessments are made when children are aged 5 years. The assessment framework was revised in 2013 and comparisons against previous years cannot be made. However, we can compare 2013 with 2014 outcomes.

- a) The Early Year Foundation Stage is the phase of learning from birth to 5.
- b) The EYFS Profile is divided into the following areas of learning:
 - Prime areas of learning - the three prime areas of learning are communication and language; physical development; personal, social and emotional development.
 - Specific areas of learning. The four specific areas of learning are literacy; mathematics; understanding and world, expressive arts and design.
- c) Each of the prime areas of learning and specific areas of learning are subdivided into early learning goals. There are 17 early learning goals in total.
- d) Children are assessed by their teacher against each of the 17 early learning goals and this occurs at the end of the academic year in which the child reaches their 5th birthday.

- e) Progress against each of the 17 early learning goals is reported to parents.
- f) The main indicator against which schools are assessed is the percentage of children who achieve a good level of development at the end of the Foundation Stage. A good level of development is defined as achieving the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- g) The local authority has a statutory duty to moderate the Foundation Stage profile and each school must participate in a moderation process at least every four years.

3.2 Key Stage 1 (KS1)

Assessments are made when children are aged 7 years. The main measures at this key stage are to achieve level 2 in reading, writing and mathematics. Each of these subjects is assessed separately and assessment at KS1 is conducted by the teacher. In addition children aged 6 in Y1 are given a phonics reading test; the phonics test is repeated in Y2 for children who did not achieve the expected standard in Y1.

- a) KS1 is the phase of learning from 5 to 7 (school years 1 and 2).
- b) The National Curriculum is the basis for learning in Key Stage 1.
- c) The areas of learning that are assessed at the age of 7 (end of year are reading, writing and mathematics).
- d) Assessment is conducted internally by the school using national guidelines and children are assessed by the teachers.
- e) Assessment places the child at one of the following levels:
 - W – working towards level 1
 - L1 – Level 1
 - L2 – Level 2
 - L3 – Level 3 (Level 3 is generally the highest level achieved at KS1)
- f) These levels are further divided into sub-levels a, b and c. For example, level 2b. “a” is the highest sublevel and “c” is the lowest. The average child is expected to reach level 2. A child who is assessed at level 3 is working above the average level.
- g) A phonics screening test is undertaken by the child’s teacher in year 1 and each child needs to decode 40 words and non-words. The minimum threshold measure is to decode 32 words. Non-words are also used within the test in order to ensure that there is not a bias towards those children with a good visual memory. Children who can decode non-words should have the skills to decode unfamiliar words.

3.3 Key Stage 2 (KS2)

This phase of learning is from 7 to 11 (school years 3 to 6). Assessment takes place when children are aged 11 years. Attainment and progress in English and maths was reported until 2012. From 2013 onwards, attainment and progress is reported for reading, writing and maths. A separate test for spelling, punctuation and grammar was introduced in 2013, currently this is reported separately and is not included as part of the writing assessment although this may change in future years.

- a) The National Curriculum continues as the basis for learning in KS2.
- b) Assessment places the child at one of the following levels for reading, writing and mathematics:
 - Below Level 3
 - L3 – Level 3
 - L4 – Level 4
 - L5 – Level 5
 - L6 – Level 6 (the highest level it is possible to achieve at KS2)
- c) These levels are further divided into sub-levels a, b and c, for example, level 4a. “a” is the highest sublevel and “c” is the lowest.
- d) The average child is expected to reach level 4. A child who is assessed at level 5 or 6 is working above the average level. Each child is also expected to make at least 2 levels progress from KS1 to KS2, for example from a level 2 to a level 4.
- e) There are 4 key indicators:
 - % of pupils achieving level 4 or higher in all subjects (reading, writing and mathematics).
 - % of pupils making 2 or more levels progress in reading from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2012).
 - % of pupils making 2 levels progress in writing from their assessment at the end of KS1 to their result at the end of KS2 (this measure has only been reported since 2012).
 - % of pupils making 2 levels progress in mathematics from their assessment at the end of KS1 to their results at the end of KS2.
- f) Examples of 2 levels progress are:
 - Level 1 at KS1 to level 3 at KS2
 - Level 2 at KS1 to level 4 at KS2
 - Level 3 at KS1 to level 5 at KS2
- g) Reading, mathematics and spelling, punctuation and grammar are assessed by externally marked tests. Writing is assessed by the child’s teacher.

3.4 Key Stage 4 (KS4)

Examinations are taken in the year in which young people reach the age of 16. The main measure in this key stage is to achieve five good passes at GCSE (or equivalent) at grades A*-C including GCSEs in both English and mathematics. In addition, students are expected to make at least three levels progress in both English and mathematics from the end of Key Stage 2 to the end of Key Stage 4. For example, a student achieving a level 4 in English at the end of KS2 would have a minimum target of achieving a grade C in the English GCSE. Assessment at KS4 is undertaken by externally set and marked examinations.

3.5 16-19 Participation in Education, Employment and Training

From 2013 all young people are required to participate in education, and or employment with training in the academic year they turn 17. From 2015 young people must participate to age 18.

Students can opt to stay on at a school sixth form, attend a sixth form college such as Longley Park, or attend a college of Further Education such as Sheffield College. They may also follow an Apprenticeship, Traineeship or other vocational training options. Young people that do not progress into education, employment or training are followed up by the community youth teams to encourage positive destinations.

Most 16-19 participants (approx. 60%) study at Level 3 (A level and equivalent) with a typical school sixth form curriculum mainly consisting of 'A' Levels. Local sixth form and FE colleges tend to offer more vocational options (e.g. BTEC) at Level 2 (GCSE equivalent) or Level 3. Around 20% study at Level 2 with the remaining 20% studying at below Level 2.

4. SUMMARY BY KEY STAGE

4.1 Foundation Stage

- 60% of children in Sheffield achieved a 'good level of development' at the end of the Foundation Stage. This is equivalent to the national outcome. Sheffield's national ranking in 2014 is 70 out of 152 local authorities which is similar to the ranking of 67 in 2013.
- There has been a significant improvement in the Foundation Stage gap measure (the gap between the average level of development and children in the lowest 20%). The gap has reduced by 3.8% points from 41.3% to 37.5% and Sheffield's rank has improved 28 places from 141 to 113.
- Sheffield's national ranking in the FS remains strong at 70th nationally. It is encouraging that the inequality gap is now closing especially as the overall good level of development remains high.

5. Key Stage 1

The nationally expected level of attainment for pupils aged 7 at the end of KS1 is level 2 or above. Children achieving a level 2b or higher have the best chance of achieving level 4 at the end of Key Stage 2. There are no national floor targets for KS1. Assessment at KS1 is based on teacher assessment.

- There are four main KS1 measures included within this report:
 - The percentage of children who reach level 2b+ in reading.
 - The percentage of children who reach level 2b+ in writing.
 - The percentage of children who reach level 2b+ in mathematics.
 - The percentage of children who achieve 32 marks or more in the phonics reading test in Y1.
- The percentage of children who achieve 32 marks or more in the phonics reading test by Y2 (covering children who achieve this in Y1 or Y2).

5.1 KS1 Headlines

- There have been increases in attainment for all measures and subjects except in level 2+ maths.
- The improvements in Sheffield since 2010 in reading and maths are equal to the improvements nationally and in comparator LAs. However, Sheffield's rank against other local authorities for reading and writing has worsened over the same time period.
- 70% of pupils achieved the expected standard of phonics decoding in year 1. This is an increase of 5 % points since 2013; the national increase in this measure was also 5 % points and Sheffield's rank on this measure has dropped slightly to 126 out of 150 LAs. 85% of pupils reached the expected standard of phonics decoding by the end of year 2, this places Sheffield 139th out of 150 local authorities, a slight decline in the 2013 rank of 134.

Figure 1: % of pupils achieving level 2+ in reading at KS1

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	80	85	5	
National	85 (137)	90 (145)	5	-7
Core cities	81 (5)	86 (6)	5	-1
Stat. neighbours	83 (10)	88 (10)	5	0
Met. Authorities	83 (28)	88 (33)	5	-5

Figure 2: % of pupils achieving level 2+ in writing at KS1

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	77	81	4	
National	81 (118)	86 (145)	5	-26
Core cities	77 (3)	82 (7)	5	-4
Stat. neighbours	79 (8)	84 (9)	5	-1
Met. Authorities	79 (24)	85 (34)	6	-10

Figure 3: % of pupils achieving level 2+ in maths at KS1

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	85	88	3	
National	89 (142)	92 (145)	3	-3
Core cities	86 (6)	89 (6)	3	0
Stat. neighbours	88 (11)	91 (10)	3	1
Met. Authorities	88 (32)	91 (33)	3	-1

6. Key Stage 2

The nationally expected level of attainment for pupils aged eleven at the end of KS2 is level 4+ in reading, writing and mathematics.

There are five main indicators at KS2. These are:

- The percentage of children who achieve level 4+ in reading, writing and mathematics.
- The percentage of children who make at least two national curriculum levels of progress in reading between the end of KS1 and the end of KS2.
- The percentage of children who make at least two national curriculum levels of progress in writing between the end of KS1 and the end of KS2.
- The percentage of children who make at least two levels progress in mathematics between the end of KS1 and the end of KS2.
- The number of schools below the Government's floor standard. The floor standard for 2014 is:
 - At least 65% of children achieving level 4+ in reading, writing and mathematics
 - The % of children making expected progress in reading between KS1 and KS2 is at or above the national median
 - The % of children making expected progress in writing between KS1 and KS2 is at or above the national median
 - The % of children making expected progress in maths between KS1 and KS2 is at or above the national median.

A school can only fall below the floor standard if it fails to meet all of these measures.

6.1 KS2 Headlines

As reported within the September statistical first release, the provisional figure of the percentage of children who achieved level 4+ in reading, writing and mathematics combined in Sheffield is 74% in 2014. However, this does not include children whose results are discounted from the final reported results.

When analysing the number of discounted pupils from schools, the data suggests that there will be an uplift of 2% in the measure of children achieving level 4+ in reading, writing and maths combined. This is likely to mean that when the results are finally reported in December the result will be approximately 76%.

In 2013, the final national rankings changed markedly between the statistical first release and when the outcomes were validated, i.e., the national rankings for the former level 4+ in English and maths measure changed from 133rd to 123rd when the results were validated. This is because the outcomes in the provisional statistical release include discounted children, i.e., children whose results do not count in the final results.

Sheffield's provisional rank in 2014 is 128; the final rank is estimated to be around 10 to 15 places higher once discounted pupils have removed from the calculations.

The estimates of final rankings are made by looking historically at how other LA areas results changed between the statistical first release and the final outcomes.

Sheffield's estimated final improvement between 2010 and 2014 is 1% point above the national improvement trend and 2% points above the trend in core cities. The Sheffield improvement trend is in line with that of statistical neighbours (see Figure 4).

Figure 4: % of pupils achieving level 4+ in reading, writing and maths at KS2

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	60	74 / 76	16	
National	64 (115)	79 (128)	15	-13
Core cities	61 (5)	75 (6)	14	-1
Stat. neighbours	60 (4)	76 (9)	16	-5
Met. Authorities	65 (28)	77 (31)	12	-3

- The provisional result for expected progress in reading is 88% (see Figure 5). This is estimated to increase to 89% when the final results are published. This is an improvement from 2012 in line with national trends.

Figure 5: % of pupils making 2+ levels of progress in reading between KS1 and KS2

	2012 % (rank)	2014 % (rank)	Change in result (2012-2014)	Change in rank (2012-2014)
Sheffield	88	88 / 89	1	
National	90 (109)	91 (135)	1	26
Core cities	90 (6)	90 (8)	0	2
Stat. neighbours	89 (7)	90 (8)	1	1
Met. Authorities	90 (31)	91 (33)	1	2

- The provisional estimate for expected progress in writing is 92% (see Figure 6). This is expected to increase to 93% when the final results are published. This represents an increase greater than core cities but in line with national and statistical neighbours (trend data is only available for 3 years).

Figure 6: % of pupils making 2+ levels of progress in writing between KS1 and KS2

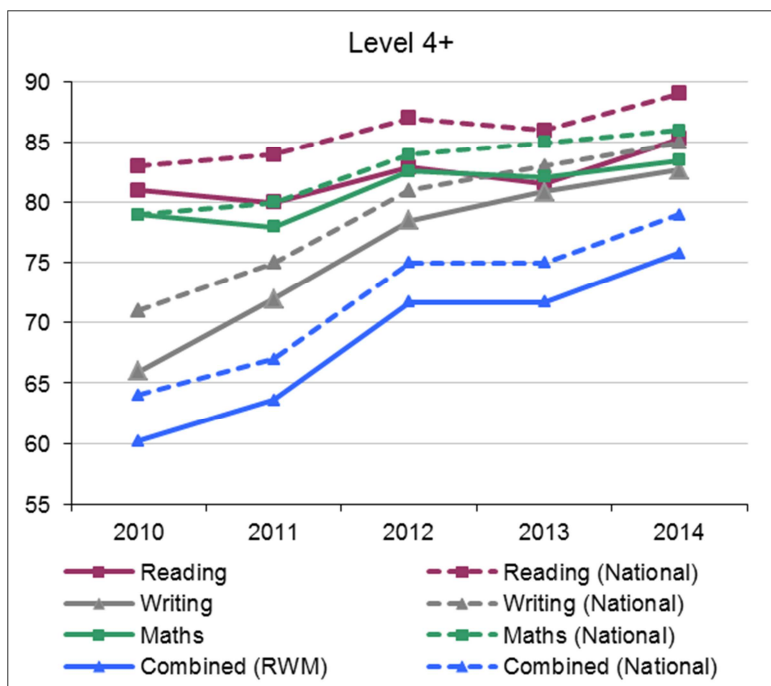
	2012 % (rank)	2014 % (rank)	Change in result (2012-2014)	Change in rank (2012-2014)
Sheffield	90	92 / 93	3	
National	90 (82)	93 (100)	3	18
Core cities	91 (6)	93 (5)	2	-1
Stat. neighbours	89 (5)	92 (5)	3	0
Met. Authorities	91 (25)	93 (29)	2	4

- The provisional estimate for expected progress in maths is 88% (see Figure 7). This is expected to increase to 89% when the final results are published. This represents an increase greater than national but in line with core cities, statistical neighbours and metropolitan authorities.

Figure 7: % of pupils making 2+ levels of progress in maths between KS1 and KS2

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	82	88 / 89	7	
National	82 (73)	93 (109)	11	-36
Core cities	83 (5)	93 (5)	10	0
Stat. neighbours	80 (3)	92 (6)	12	-3
Met. Authorities	84 (22)	93 (29)	9	-7

Figure 8: % of pupils achieving level 4+ by subject, Sheffield compared to national



- Figure 8 (above) shows the trends in level 4+ in reading, writing, maths and the combined measure from 2010 to 2014. In writing and the combined measure, the trend of improvement is equal to/or better than the national improvement trend between 2010 and 2014. In reading and maths Sheffield has not improved as rapidly as the national average over this time period.
- It is anticipated that there will be 9 Sheffield schools below all of the 4 floor standard measures in 2014. This is a reduction from 14 in 2013 despite the floor standards being more challenging this year. Final confirmation of the number of schools below floor standards will be available in December.

7. Key Stage 4

At KS4, there are four main indicators, these are:

- The percentage of students achieving at least five or more good passes in GCSEs (or equivalent) at grades A*-C including English and mathematics 5ACEM).
- The expectation that students will make at least three levels progress in English from the end of KS2 to the end of KS4.
- The expectation that students will make at least three levels progress in mathematics from the end of KS2 to the end of KS4.
- The number of schools meeting the Government's floor standard. The floor standard for 2014 is:
 - At least 40% of students achieve five or more good GCSE (or equivalent) passes at grades A*-C including English and mathematics.
 - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in English is at or above the national median.
 - The % of students making three or more levels progress between the end of KS2 and the end of KS4 in maths is at or above the national median.

7.1 KS4 Headlines

- Two major reforms to KS4 have been implemented in 2014 which have had a significant impact on 2014 performance. **OfQUAL have advised caution in comparing school results year-on-year** and have indicated that individual school's results may have greater variability this year, The changes are: the implementation of Professor Wolf's Review of Vocational Education and a change to the early entries policy. The first reform has significantly reduced the number of vocational qualifications that can count in the KS4 performance measures and also the value attached to these qualifications. The second reform prevents the results of exam re-sits from being counted in a school's performance measures so that only the first attempt counts.
- Provisional KS4 data indicates that the key measure of 5 or more A*-C passes, including both English and mathematics (5ACEM) decreased by approximately 4.3 % points to 53%. It is anticipated that the final KS4 result will be 54% once re-marks have been taken into account and all recently arrived pupils have been removed from the results.
- Whilst performance has declined on this measure in Sheffield there has also been a national decline in performance due to the changes described above. The provisional national decline is 4.7 % points which is a larger decline than has been seen in Sheffield which means that Sheffield has closed the gap with national in 2014.
- The improvement in 5+A*-C including English and maths in Sheffield from 2010 to 2014 is 2 % points above the national improvement over the same time period and is better than the improvements made within core cities and statistical neighbours. The relative ranking of Sheffield has also improved nationally and in comparison to benchmark LA groups over the same time period.

Figure 9: % of pupils achieving 5+ A*-C including English and maths at KS4 (trends)

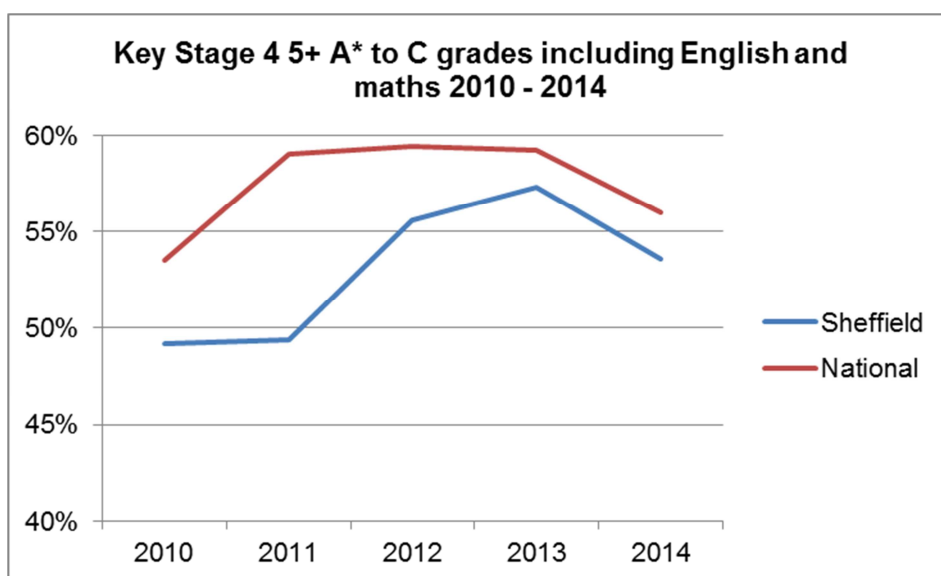


Figure 10: % of pupils achieving 5+ A*-C including English and maths at KS4 (LA ranks)

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	49	53 / 54	5	
National	53 (132)	56 (110)	3	22
Core cities	49 (5)	52 (4)	3	1
Stat. neighbours	51 (8)	52 (3)	1	5
Met. Authorities	52 (31)	53 (21)	1	10

- The percentage of pupils making expected progress in English has improved 4% points from 65% to 69% between 2010 and 2014 (see Figure 11). This is greater than the national improvement of 1% point. Sheffield's rank in relation to other local authorities has also improved on this measure by 22 places nationally.

Figure 11: % of pupils making 3+ levels progress in English between KS2 and KS4

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	65	69	4	
National	70 (126)	71 (104)	1	22
Core cities	65 (4)	69 (5)	4	-1
Stat. neighbours	65 (6)	69 (4)	4	2
Met. Authorities	67 (24)	68 (17)	1	7

- The percentage of pupils making expected progress in maths has also improved and the improvement of 4 % points is above the national improvement over the same time period (see Figure 12). The national rank for progress in maths has improved slightly.

Figure 12: % of pupils making 3+ levels progress in maths between KS2 and KS4

	2010 % (rank)	2014 % (rank)	Change in result (2010-2014)	Change in rank (2010-2014)
Sheffield	59	63	4	
National	63 (107)	65 (104)	2	3
Core cities	60 (5)	61 (4)	1	1
Stat. neighbours	57 (5)	61 (4)	4	1
Met. Authorities	59 (21)	61 (16)	2	5

- Three secondary schools (all academies) are likely to be below the Government's floor standard. These are Chaucer, Fir Vale and Sheffield Springs.

8. Key Stage 5 attainment and Level 2 and Level 3 attainment at age 19

- Attainment of Level 2 equates to achievement of 5 or more GCSEs at grades A*-C or equivalent qualifications, and Level 3 equates to achievement of 2 or more A-levels or equivalent qualifications.
- Level 2 at 19 - 81.7% of the 2013 cohort achieved level 2 by age 19, a 2.3 % point improvement on 2012. Sheffield's rank improved from 122 to 119 (of 152 LAs). Level 2 at 19 with English and maths improved by 3 percentage points between 2012 and 2013, with Sheffield's ranking improving from 84 to 78. 2014 results will be published in April 2015.
- Level 3 at 19 - 53.6% of the 2013 cohort achieved Level 3 by age 19, with a 1.3 % point increase on 2012. Sheffield's ranking improved from 102 to 99.
- Provisional 2014 Key Stage 5 results (A level and equivalent Level 3 qualifications) put Sheffield above the national (state-funded) average for 5 of the main measures, with average points per student and points per entry both marginally below. Trend data is not available due to a change in methodology – final 2014 data is available January 2015.

9. ACHIEVEMENT OF IDENTIFIED GROUPS OF LEARNERS

9.1 Gap analysis for under-performing groups

- Figure 13 shows the headline figures at each Key Stage for pupil groups that generally have lower levels of attainment and progress. Two measures are important in relation to these under-performing groups: the size of the gap between the attainment of 'vulnerable' pupils and the attainment of other pupils and how the attainment gap is changing over time, i.e. whether the gap is closing or widening.
- The following pupil groups are included in Figure 13:
 - BME (pupils of Black or minority ethnic origin) compared to all pupils.
 - EAL (pupils with English as an additional language) compared to pupils whose first language is English.
 - FSM6 (pupils who have been eligible for free school meals at any point in the last 6 years, these pupils are eligible for the pupil premium) compared to pupils who have not been eligible for free school meals within the last 6 years.
 - SEN (pupils with special educational needs) compared to pupils with no special educational needs.
 - Boys – compared to all pupils.
- The results can be interpreted as follows:
 - The 'Gap' column shows the difference in attainment between the vulnerable group and the comparable group, for example, at Key Stage 1 for level 2b+ in reading the gap between the attainment of all pupils and the attainment of BME pupils is 7.4 % points.

- The 'Change' column indicates whether the gap is closing or widening and by how much. For example, the attainment gap between BME pupils and all pupils for KS1 level 2b+ in reading increased 0.1 % points between 2013 and 2014 i.e. the attainment gap for this group is getting larger.
- Colour-coding indicates the nature of the attainment gap and the direction of travel:
 - Red indicates that attainment of the vulnerable group is below that of the reference group or that the gap has increased by at least 1 % point.
 - Yellow indicates that the attainment of the vulnerable group is within 1 % point of the attainment of the reference group or that the gap has changed by less than 1 % point between 2013 and 2014.
 - Green indicates that the attainment of the vulnerable group is at least 1 % above the attainment of the reference group or that the gap has closed by at least 1 % point between 2013 and 2014.

Figure 13: Attainment and progress of vulnerable learners (2014) and change in attainment gaps (2013 to 2014)

	BME / All pupils			EAL /Non EAL			FSM6 / non FSM6			SEN / Non SEN		Boys / Girls			
	Gap	Change		Gap	Change		Gap	Change		Gap	Change				
Foundation Stage (good level of development)	-7.8	-0.7	↓	-15	-0.2	↓	-21.2	1.4	↑	-43.3	8.1	↑	-7.5	0.2	↑
Key Stage 1 (2b+ reading)	-7.4	0.1	↑	-15.6	-1.6	↓	-18.5	0.7	↑	-41.3	-3	↓	-4	-0.5	↓
Key Stage 1 (2b+ writing)	-9.2	0.4	↑	-18	0.8	↑	-18.1	0.3	↑	-40.3	0	→	-1	-0.5	↓
Key Stage 1 (2b+ maths)	-7.3	0.1	↑	-14.5	-2.1	↓	-20.9	-0.4	↓	-46.5	-3.5	↓	-7.5	0.6	↑
Key Stage 2 (4+ reading, writing & maths)	-4.8	-3.3	↓	-9.2	-4.2	↓	-20.3	-1.2	↓	-48.5	-3.3	↓	-3.9	0.3	↑
Key Stage 2 (2+ levels progress in reading)	-1.8	-0.7	↓	-2.8	0.4	↑	-7.8	0.8	↑	-15.3	1.2	↑	-0.6	0.3	↑
Key Stage 2 (2+ levels progress in writing)	-0.3	-0.5	↓	-0.7	-0.2	↓	-5	0.9	↑	-13.9	-0.7	↓	-1.2	-0.6	↓
Key Stage 2 (2+ levels progress in maths)	-0.4	-2.3	↓	-0.5	-1.1	↓	-5.5	-1.3	↓	-17.9	0.5	↑	-0.1	-0.6	↓
Key Stage 4 (5A*-C inc. English & maths)	-4.2	0.3	↑	-8.8	-1.6	↓	-29	-2.4	↓	-44.7	-4	↓	-5.1	-0.3	↓
Key Stage 4 (3+ levels progress in English)	-3.7	0.2	↑	-8.5	4.3	↑	-21.5	1.1	↑	-20.2	-12.7	↓	-6.1	-1	↓
Key Stage 4 (3+ levels progress in maths)	-0.6	-0.8	↓	-2.4	1.4	↑	-25.9	-0.6	↓	-30.8	-7.8	↓	-2.3	-0.6	↓

- Attainment and progress for all the vulnerable groups identified is below that of the reference group.
- For BME pupils the attainment gaps have remained fairly static with the exception of the KS2 combined measure and progress in maths between KS1 and KS2 where the attainment gaps have narrowed.
- For EAL pupils, the majority of the gaps in the primary phase have narrowed (although many of these gaps remain large) but the gaps for progress made between Key Stage 2 and Key Stage 4 have widened.
- For FSM6 pupils, the gaps in attainment are large at each Key Stage. The gaps for progress are smaller than the attainment gaps. There has been a small improvement in some of the gap measures for FSM6 pupils (KS2 combined, KS2 progress in maths and 5A*-C including English & maths) but the majority of gaps have widened slightly for this pupil group.
- The attainment gaps for SEN pupils have narrowed for most indicators but there has been a significant increase in the attainment gap between SEN and non-SEN pupils at the end of the Foundation Stage.
- The attainment gaps between boys and girls have remained fairly static across most measures.

10. Looked-after children

The statistics presented in this report are provisional; they are taken from the results reported to the local authority by the schools themselves, and are subjected to validation.







They are also based on low numbers of children. Although they may indicate differences compared to previous results, the low numbers mean that caution should be exercised when comparing data, or making generalisations about cohorts.

The 'reportable cohort' is the group of children that the Department for Education use when they produce statistics for LAC; it describes those LAC who were in the care of the local authority continuously for a period of twelve months between 1st April 2013 and 31st March 2014.

Key Stage 1 (7 year olds)

- In 2014 there were 18 LAC at the time of the Key Stage 1 tests.
- Of these 10 were in the reportable cohort.
- All 10 were in foster placements.
- 12 children achieved Level 2+ in reading including 6 (60%) in the reportable cohort.
- 10 children achieved Level 2+ in writing including 4 (40%) in the reportable cohort.
- 11 children achieved Level 2+ in maths including 6 (60%) in the reportable cohort.
- 2 children were on the Special Needs Register at School Action; 3 children at School Action Plus; 1 child has a statement.

Figure 14: LAC attainment trends at KS1 (2014)

	2011-12	2012-13	2013-14	1 yr trend	2 yr trend
%L2+ Reading	52.6%	88.9%	60%		
%L2+ Writing	36.8%	66.7%	40%		
%L2+ Maths	57.9%	77.8%	60%		

Key Stage 2 (11 year olds)

- In 2014 there were 24 LAC in Y6 at the time of Key Stage 2 tests.
- Of these 20 were in the reportable cohort.
- At the time of the tests 17 LAC were in Foster placements, 2 Placed with parents and 1 placed with a relative or friend
- 17 children achieved level 4+ in Reading including 13(65%) in the reportable cohort.
- 10 children achieved level 4+ in Writing including 8(40%) in the reportable cohort.
- 11 children achieved level 4+ in the Maths including 8(40%) in the reportable cohort.

- 8 children achieved level 4+ in the English and Maths combined measure including 6 (30%) in the reportable cohort.
- 12 (60%) of the reportable cohort were in care at the end of KS1.
- All have English as their first language.
- 1 child is on the Special Needs Register as SA+ and 2 have statements

Figure 15: LAC attainment at KS2 (2014)

	2011-12	2012-13	2013-14	1 yr trend	2 yr trend
%L4+ Reading	47.8%	25%	65%	↑	↑
%L4+ Writing	43.5%	25%	40%	↑	↓
%L4+ Maths	47.8%	37.5%	40%	↑	↓
%L4+ combined	34.8%	25%	30%	↑	↓

KS2 Expected Progress

- 19 (82.6%) of the children with matched data made 2 levels progress in reading including 14 out of the 20 in the reportable cohort (70%). This is below the national average of 77% for 2013: this year's national average is yet to be published.
- 18 (78.3%) of the children with matched data made 2 levels progress in writing including 14 out of the 20 in the reportable cohort (70%). This is below the national average of 81% for 2013: this year's national average is yet to be published.
- 15 (65.2%) of the children with matched data made 2 levels progress in mathematics including 10 out of the 20 in the reportable cohort (50%). This is below the national average of 74% for 2013: this year's national average is yet to be published.
- 5 children performed better than expected in the reading Test, 2 of these children gained a level 5. One child making 4 levels of progress, since KS1, the other making 3 levels progress.
- In 2013, the English measure was removed in favour of separate reading and writing levels. For this reason year on year comparisons have not been made for English.

Figure 16: LAC progress trends at KS2 (2014)

Subject	2011/12			2012/13			2013/14			1 year trend	2 year trend
	Number	%	National %	Number	%	National %	Number	%	National %		
Reading	18	81.8	77	10	62.5	77	15	78.9		↑	↓
Writing	19	86.4	77	12	75.0	81	14	73.7		↓	↓
English	17	77.3									
Maths	19	86.4	71	8	50.0	74	10	52.6		↑	↓
Discounted pupils	1			0			1				

Key Stage 4 (16 year olds)

- In 2014 there were 49 LAC in Y11 at the time of GCSE and other public examinations.
- Of these 29 were in the reportable cohort. (30 including the child educated in Wales)
- At the time of the examinations 15 were in placements with 'other foster carers'; 12 were in 'homes and hostels'; 2 were 'placed with parents'.
- 2 (6.7%) young people in the reportable cohort achieved 5+ GCSE grades A*-C including English and maths

Figure 17: LAC attainment trends at KS4 (2014)

Year	No. LAC	5 A*-C	% 5 A*-C	National	5 A*-C (EM)	% 5 A*-C (EM)	National	5 A*-G	% 5 A*-G	National	1 A*-G	% 1 A*-G	National
2012	46	10	27.9	36.8	4	8.7	14.6	24	52.2	-	31	67.4	-
2013	42	11	26.2		8	19.0		18	42.9		25	59.5	
2014	30	4	13.3		2	6.7		15	50		22	73.3	

KS4 Expected Progress

- Although attainment is lower this year, the proportion of looked after children making expected progress in English and maths is higher than in the previous year.

SEN Context

- 24 of the 30 in the reportable cohort were on the SEN register.

- 12 had statements, 10 were at School Action Plus, 2 at School Action
- From the 12 who had statements:
 - 2 had Specific Learning Difficulties (SLD)
 - 1 had a physical disability (PD)
 - 5 had Behaviour, Emotional and Social Difficulties (BESD)
 - 1 had a statement for ASD
 - 3 had a statement for Moderate Learning Difficulties (MLD)
 - 8 attended specialist schools.

Figure 18: LAC progress trends at KS4 (2014)

Subject	2011/12			2012/13			2013/14			2013-14 difference	2012-14 difference
	No. included	No. 3 lvl prg	% 3 lvl prg	No. included	No. 3 lvl prg	% 3 lvl prg	No. included	No. 3 lvl prg	% 3 lvl prg		
English	44	11	25.0	39	10	25.6	27	7	25.9	0.3	0.9
Maths	45	12	26.7	41	9	22.0	29	7	24.1	2.2	-2.5

Subject	2010/11			2011/12			2012/13*			2012-13 difference	2011-13 difference
	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg	No. included	No. 3+ lvl prg	% 3+ lvl prg		
English	44	6	13.6	44	11	25.0	39	10	25.6	0.6	12.0
Maths	43	5	11.6	45	12	26.7	41	9	22.0	-4.7	10.3

10. WHAT DOES THIS MEAN FOR SHEFFIELD?

Our approach towards early years has been well received and outcomes in the Foundation Stage have improved. There remains more for schools to do to maintain this level of improvement and Key Stage 1 outcomes also need to improve.

The aim is to ensure that each and every child fulfils their own potential and is supported to grow into confident young people able to enjoy their life experiences and contribute positively to the economy and their community.

11. RECOMMENDATIONS

- To note that improvements have been made in the progress of children and young people at all key stages.
- Agree the scope of any further analysis or how this report can contribute to any further work Scrutiny may wish to undertake with regards to educational outcomes.

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**Children, Young People & Family Support Scrutiny & Policy Development Committee
Draft Work Programme 2014-15**

Chair: Cllr Gill Furniss

Vice Chair: Cllr Cliff Woodcraft

Meeting papers: [click here](#)

Meeting day/ time: Monday 1-4pm

Please note: the Work Programme is a live document and so is subject to change.

Topic	Reasons for selecting topic	Contact	Date	Expected Outcomes
Monday 15th December 2014				
Child Sexual Exploitation - Sheffield Assessment in response to Professor Jay's Report	The Committee will receive an update on the assessment and its findings. The Assessment will consider Professor Jay's report, it will benchmark practice in Sheffield against the situation described in the report and will identify any additional improvements that can be made.	Jayne Ludlam, Executive Director of Children, Young People & Families	Dec 14	To review and comment on the Assessment and make any recommendations.
Monday 26th January 2015				
The Children and Families Act (whole agenda topic)	To receive a report on how we are delivering the requirements of the Children and Families Act, capturing the different elements of the act, including court proceedings, adoption, and special educational needs.	Dorne Collinson, Director, Children & Families	Jan 15	

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Agenda Item 9

Monday 9th March 2015				
Looked After Children & Care Leavers Annual Report to Scrutiny	To receive an annual update on looked after children and care leavers including performance outcomes.	Jon Banwell, Assistant Director - Provider Services	Mar-15	
Adoption & Fostering Report Annual report to Scrutiny	To receive a six monthly update on adoption & fostering.	Jon Banwell, Assistant Director - Provider Services	Mar-15	
Sheffield Safeguarding Children Board (SSCB)- Annual Report	Presentation of the Annual Report from the Sheffield Safeguarding Children Board (SSCB)	Sue Fiennes – Independent Chair Trevor Owen – Head of Service, Safeguarding Children Victoria Horsefield – SSCB Board Manager	Mar-15	
Annual Meeting with Young People & Young Carers	Annual meeting with the scrutiny committee and young people / carers to discuss issues which are of concern to the young people.	Emma Hinchliffe, Sheffield Futures	Mar-15	
Briefing papers				
Building Successful Families Programme (Phase 2)	Sheffield is going to bid to be an “early adopter” site for Phase 2. The committee requested a briefing paper for all members that will give an update in terms of the outcome of the bid and ongoing progress with the programme.	Dawn Walton, Assistant Director, Prevention & Early Intervention	Nov-14	