

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

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**Monday 13 November 2017 at 10.00 am**

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

**The Press and Public are Welcome to Attend**

## **Membership**

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Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), Andy Bainbridge, Lisa Banes, John Booker, Craig Gamble Pugh, Kieran Harpham, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Vickie Priestley, Bob Pullin, Jim Steinke, Alison Teal and Sophie Wilson

## **Education Non-Council Members**

Gillian Foster, Alison Warner, Waheeda Din, Sam Evans, Joanna Heery and Peter Naldrett

## **Healthwatch Sheffield**

Alice Riddell (Observer)

## **Substitute Members**

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

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Sheffield

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## **PUBLIC ACCESS TO THE MEETING**

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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](http://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 Deborah Fellowes, Policy and Improvement Officer on 0114 27 35065 or [email.deborah.fellowes@sheffield.gov.uk](mailto:email.deborah.fellowes@sheffield.gov.uk)

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## **FACILITIES**

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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.

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**CHILDREN, YOUNG PEOPLE AND FAMILY SUPPORT SCRUTINY AND POLICY  
DEVELOPMENT COMMITTEE AGENDA  
13 NOVEMBER 2017**

**Order of Business**

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- 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 - 14)  
To approve the minutes of the meetings of Committee held on 11<sup>th</sup> September, 2017
- 6. Public Questions and Petitions**  
To receive any questions or petitions from members of the public
- 7. 2017 Pupil Outcomes - City Context and School Performance** (Pages 15 - 48)  
Report of the Executive Director, People Services
- 8. Elective Home Education and Alternative Provision** (Pages 49 - 58)  
Reports of the Executive Director, People Services
- 9. Work Programme 2017/18** (Pages 59 - 68)  
Report of the Policy and Improvement Officer

**For Information Only**

- 10. Social Market Foundation - "Commission on Equality in Education"** (Pages 69 - 74)  
Report of the Policy and Improvement Officer
- 11. Date of Next Meeting**  
The next meeting of the Committee will be held on Monday, 11<sup>th</sup> December, 2017, at 10.00 am, in the Town Hall

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## ADVICE TO MEMBERS ON DECLARING INTERESTS AT MEETINGS

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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 Audit and Standards Committee in relation to a request for dispensation.

Further advice can be obtained from Gillian Duckworth, Director of Legal and Governance on 0114 2734018 or email [gillian.duckworth@sheffield.gov.uk](mailto:gillian.duckworth@sheffield.gov.uk).

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

Meeting held 11 September 2017

**PRESENT:** Councillors Mick Rooney (Chair), Cliff Woodcraft (Deputy Chair), Andy Bainbridge, Lisa Banes, Craig Gamble Pugh, Mohammad Maroof, Abtisaam Mohamed, Josie Paszek, Bob Pullin, Jim Steinke, Alison Teal and Colin Ross (Substitute Member)

Non-Council Members in attendance:-

Gillian Foster, (Diocese Representative - Non-Council Voting Member)  
Sam Evans, (Diocese Representative - Non-Council Voting Member)  
Peter Naldrett, (Parent Governor Representative - Non-Council Voting Member)

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**1. DIANE OWENS**

1.1 The Chair reported that Diane Owens was attending her last meeting of the Scrutiny and Policy Development Committee, as Policy and Improvement Officer, prior to taking up another post in Policy, Performance and Communications. He stated that Ms Owens had held the post of Policy and Improvement Officer for the Committee for the last four years.

1.2 RESOLVED: That the thanks and appreciation of the Committee be conveyed to Diane Owens for the excellent work carried out by her, in her capacity as Policy and Improvement Officer, over the last four years.

**2. APOLOGIES FOR ABSENCE**

2.1 Apologies for absence were received from Councillors John Booker, Kieran Harpham, Vickie Priestley (with Councillor Colin Ross attending as Councillor Priestley's substitute) and Ian Saunders, and from Joanna Heery (Parent Governor Representative – Non-Council Voting Member), Alison Warner (School Governor Representative – Non-Council Non-Voting Member) and Alice Riddell (Healthwatch Sheffield – Observer).

**3. EXCLUSION OF PUBLIC AND PRESS**

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

**4. DECLARATIONS OF INTEREST**

4.1 In relation to Agenda Item 8 (School Exclusions), Councillor Abtisaam Mohamed declared a personal interest as the manager of an organisation that delivers an

alternative provision for young people at risk of being, or who have been, permanently excluded from school.

- 4.2 In relation to Agenda Item 7 (Learn Sheffield and the School Improvement Strategy), Councillor Andy Bainbridge declared a personal interest as the City Council's representative on the Learn Sheffield Board.

## **5. MINUTES OF PREVIOUS MEETING**

- 5.1 The minutes of the meeting of the Committee held on 17<sup>th</sup> July 2017, were approved as a correct record and, arising therefrom:-

(a) Diane Owens:-

- (i) stated that the issue regarding an update on the Sheffield Children's Safeguarding Board – Annual Report 2016/17, was included on the Committee's Work Programme 2017/18, and would be provided at the Committee's meeting to be held in December 2017;
- (ii) confirmed that she had circulated a short note on the work being undertaken in connection with the radicalisation of children and young people; and
- (iii) stated that she would contact the relevant officer to obtain the information regarding the activities of Youth Officers working on crime prevention in the Beauchief and Greenhill Ward, for circulation to Councillor Bob Pullin; and

(b) the Chair:-

- (i) agreed to send a letter to the Chair of the Youth Panel at Sheffield Magistrates' Court, with regard to further improving links between Young People's Services and Magistrates;
- (ii) stated that the existing contracts for Youth Services in the City had been extended, and asked that Diane Owens finds information on this issue to circulate to all Members of the Committee;
- (iii) stated that the Committee's request that the Corporate Parenting Board look at performance data for each of the six stages of the adoption process had been agreed;
- (iv) stated that the Committee's request in connection with the commissioning and delivery of the new contract for young people's services (which was that "the monitoring, quality and purchasing of services on an as and when needs basis to provide a degree of flexibility in provision, be included in the final contract") had been forwarded to Councillor Jackie Drayton, Cabinet Member for Children, Young People and Families;

- (v) requested that the information on the ethnicity of adopters and foster carers in the City, which had been sent to Councillor Mohammad Maroof, on request, be circulated to all Members of the Committee; and
- (vi) stated that a date for the first meeting of the Sub-Group of this Committee, to consider the Recruitment and Retention Strategy for Children's Services, with a view to identifying an area of focus for a more detailed piece of scrutiny work, had been arranged.

## **6. PUBLIC QUESTIONS AND PETITIONS**

- 6.1 Kaltun Elmi questioned what help and advice was provided to children and their families from BME communities, particularly those for whom English was their second language, who had received either a fixed- term exclusion or had been permanently excluded, both in terms of general support and in connection with the appeals process. Ms Elmi also stated that having Governing Bodies that challenged decisions made regarding their respective schools was very important, and queried the level of training offered to Governors to ensure that they were able to undertake their role effectively.
- 6.2 Tim Bowman, Head of Inclusion and Targeted Services, stated that the Local Authority would always offer support, including the provision of interpretation where required, to pupils and families from BME communities. He agreed that it was very important that governance in schools was strong, and that Governors were confident to challenge, and that parents understood the process and its implications. It was noted that this may have training implications.

## **7. LEARN SHEFFIELD AND THE SCHOOL IMPROVEMENT STRATEGY**

- 7.1 The Committee received a report of Stephen Betts, Chief Executive, Learn Sheffield, on the work of Learn Sheffield and the School Improvement Strategy, together with information on the work undertaken to identify and support young carers. In attendance for this item were Stephen Betts and Pam Smith, Head of Primary and Targeted Intervention.
- 7.2 The report contained information on the general objectives of Learn Sheffield, details of specific Sheffield Priorities, together with information on the key themes within the Priorities, the Sheffield School Improvement Strategy, work in terms of the identification and support provided for young carers and what the Improvement Strategy meant for the people of Sheffield.
- 7.3 Members of the Committee raised questions, and the following responses were provided:-
  - As part of the Strategy, Learn Sheffield had looked outside Sheffield in terms of looking for examples of best practice, and was shortly to undertake a peer review of the education sector in Camden. The information obtained as part of this work had fed into Learn Sheffield's thought process.
  - Whilst independent schools were not formally part of the process, some such

schools had a particular interest in certain activities, and some had bought in the moderation package on offer to them.

- It was suggested that the one identifiable feature of all successful educational facilities was quality teachers, and that the teachers in those countries with high attainment levels were held in high esteem. Learn Sheffield had studied the educational systems in those high-attainment countries in the world to draw comparisons in terms of their success, and had also spoken to Lucy Crehan, author of *Cleverlands*, a study of the best education systems in the world, to seek her views on this issue.
- In terms of the key theme regarding Workforce, under the Sheffield Priorities, the recruitment, development and retention of high quality teachers, school staff, leaders and governors, was a very challenging process. As part of this work, Learn Sheffield were working with Sheffield Hallam University who, in turn, were working with all teaching schools, as part of a project 'Partners for Attainment', to look at how the issue of recruitment could be collectively addressed. Whilst the suggestion of offering affordable housing and higher salaries to try and attract potential recruits was a good idea in principle, it was not that simple, and not strictly within the scope of the education sector. There were plans to undertake a survey to find the reasons as to why some teachers left the country to work abroad.
- All schools in the City were engaged in the process, although the level and nature of such involvement differed between the schools. For example, after the school or academy categorisation had taken place, a conversation was held with the leader of the school about the entitlement to support and challenge. If it related to an academy from a Multi-Academy Trust (MAT), additional discussions with the Trust would often be required to ensure that the entitlement did not clash with the support and challenge in place from the MAT. It was hoped that Learn Sheffield could continue to work to a set procedure with all the schools, which had proved reasonably successful to date, rather than having to establish a separate process for each of the different types of schools.
- Whilst schools had not been required to contribute financially to the small growth in the Learn Sheffield team to date, on the basis that such work had been funded under the present contract, there was a likelihood that next year's revised model would require some form of school contribution.
- Whilst there were a number of advantages in terms of those education systems in the best performing countries across the world, there were also a number of disadvantages in terms of such education systems. It was suggested that schools were very much results-led nowadays, which, in many cases, had resulted in the interest and fun, in learning, being lost. Learn Sheffield was trying to set up a system which resulted in improved attainment levels, but also where all pupils received an education which prepared them effectively for further education or employment.
- There was a general acceptance, particularly given the training involved, that

all teachers in the City's schools had the relevant qualifications. However, there were concerns with regard to those establishments having more autonomy, such as academies, where there was sometimes less scrutiny with regard to the standard of teaching.

- It was accepted that in a number of schools, there was not enough information-sharing in terms of the identification of young carers. Learn Sheffield were aware of this, and had plans to create a strong, local evidence base in order to both raise awareness and increase the level of professional support that could be provided to young carers.
- An external review of Learn Sheffield would be commissioned, with this Committee possibly being included in this work, both in terms of contributing to the review and seeing the final report.
- Learn Sheffield had a very limited role in terms of training senior managers in leadership to aid recruitment and retention of good quality teachers. A limited amount of work had been undertaken in connection with this, on the basis that this was the role of teaching schools, although work was starting to take place, albeit mainly with those schools having a specific need for support.
- It was accepted that there was a need for more work to be undertaken in order to facilitate the return to the teaching profession of those teachers who had either left to teach abroad or had taken a career break. There had been a number of national programmes with regard to this work, although they had not been very successful.
- It was accepted that there was a need for a more universal approach regarding the needs and role of young carers. Whilst there was a need for openness, it was important that such young people were not stigmatised in any way. Different schools would have different ways of dealing with this particular issue.
- It was accepted that it was not easy for the public to find out whether Learn Sheffield was being successful in terms of its aims and objectives. Meetings such as this Scrutiny meeting, where elected Members could question its role in depth, were very effective. It was also accepted that Learn Sheffield tended to work closely with school leaders only, thereby having a narrower role.

7.4 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, the comments now made and the responses to the questions raised;
- (b) expresses its thanks to Stephen Betts and Pam Smith for attending the meeting and responding to the questions raised;
- (c) requests that the final report on the findings of the pilot run by Sheffield

Young Carers, which sought to embed and develop best practice around identifying and supporting young carers within schools, be circulated to all elected Members; and

- (d) agrees that arrangements be made for the Chair, Deputy Chair and the Policy and Improvement Officer to meet to discuss how Members of this Committee could potentially be involved in future policy development linked to strategies in this area, which include the Sheffield Challenge Model, Sheffield Priorities and Sheffield School Improvement Strategy.

## **8. SCHOOL EXCLUSIONS**

- 8.1 The Committee received a report of the Executive Director, People Services, containing a detailed overview and analysis of Sheffield school exclusion statistics for primary, secondary and special schools. The report also provided an analysis of officers' understanding of the factors that contributed to exclusions, together with details of the exclusion appeals process.
- 8.2 The report was supported by a presentation by Emma Beal, Service Manager, Alternative Provision, and also in attendance for this item was Tim Bowman, Head of Inclusion and Targeted Services.
- 8.3 Emma Beal provided a background and context in terms of the information provided, and reported on the key aspects of the provision developments with regard to service integration, as part of the Council's work to reduce exclusions. Ms Beal referred to statistics with regard to both fixed-term and permanent exclusion rates, and reported on the exclusion appeals process, the next steps and future work with regard to reducing the number of exclusions.
- 8.4 Members of the Committee raised questions and the following responses were provided:-
- The reason as to why exclusions were recorded differently by schools was because they had different exclusion policies. Some supported the pupils in school, rather than issuing formal fixed-term exclusions, and some used alternative provision as opposed to permanent exclusion. It was accepted that the statistics may appear confusing, but it was not likely, given the different recording mechanisms, that they could be simplified in any way. Despite this, it was believed that the statistics represented a clear and accurate picture in terms of exclusions in Sheffield, which officers considered were clearer than in other local authority areas.
  - Fixed-term exclusion data was provided by schools on a voluntary basis, whereas there was a requirement for schools to share permanent exclusion data. There was a reluctance in terms of showing the data by locality in light of the potential risks of the children being identified due to the small numbers involved.
  - Budget cuts had impacted on this area of work, particularly making it difficult for schools to fund alternative provision for excluded children. A considerable

level of funding was allocated to education provision for a large cohort of children at the Sheffield Inclusion Centre, and it had been identified that there was a need to reduce this cohort, and integrate them back into schools. It was proving to be unsustainable to run both systems together, and an early help system was needed to stop problems later on.

- There were instances when excluded pupils were referred to Pupil Inclusion Centres, where some pupils were offered additional support in terms of reading and writing on the basis that, due to their behavioural issues, and consequent periods out of school, a number of them had fallen behind in terms of these core skills.
- There was a requirement on all schools in the City to accept a child who had received a fixed-term exclusion back into school. There were no details of any pupils not being accepted back in Sheffield.
- There were slightly different arrangements in terms of the exclusion appeals process with regard to academies on the basis of such establishments having a Board of Directors rather than a Governing Body.
- It was accepted that the City's performance in terms of fixed term exclusions in the primary sector was not good enough, and significant work was being undertaken in this sector to improve this, which had resulted in some level of improvement. School representatives met regularly, where they would discuss details of individual cases in order to see how, and where, lessons could be learnt. In addition to this, the primary integration protocol, which ensured pupils who were ready to be reintegrated back into mainstream school do so in a timely and supported manner, had been introduced this year. Also, specific provision had been made for those children deemed to be at specific risk of exclusion. Whilst the Authority was seeing the benefits of this combined work, in terms of improved performance regarding permanent exclusions, progress was yet to be made in terms of fixed-term exclusions.
- Detailed analysis of some of the cultural and behavioural challenges and a period of focussed work had resulted in a reduction in the number of exclusions of Roma children. However, it was acknowledged that more work was required in terms of reducing the number of pupils from the Roma, and Black and Minority Ethnic (BME) communities in general, being excluded as such pupils were still disproportionately represented in the statistics. It was accepted that there was a specific need to look in more detail at the high rate of fixed-term exclusions of pupils from BME communities, which would involve working very closely with the schools.
- The number of cases which proceeded to formal appeal was small, and they tended to focus on issues of process, rather than the reason for the exclusion.
- Whilst the Local Authority would always try and learn from examples of best practice, including looking at how private schools dealt with the issue of poor pupil behaviour, this was not generally possible as, realistically, there wasn't a comparative cohort in the private sector.

- In the light of the request now made by Councillor Mohammad Maroof, efforts would be made to look at whether the data with regard to the excluded pupils of Pakistani origin could be further broken down into sub-categories.
- The successful reintegration to mainstream of pupils from the Sheffield Inclusion Centre required improvement, and it was hoped that additional work and resources into this area would help to improve performance, both in the primary and secondary sectors. It was accepted that some pupils were in the Centre for too long, and that re-integration rates could be better.

8.5 A further question was raised by a member of the Committee, relating to the demonstration on 9<sup>th</sup> September, 2017, protesting about the Council's Special Educational Needs (SEN) services, and the following response was provided:-

- 12% of children with Special Educational Needs (SEN) had a completed Education, Health and Care Plan within the 20 week statutory limit between January and December 2016. This had increased from 3% in 2015, with nearly three times as many new plans completed. Officers acknowledged that performance in this area was not good enough, and were working hard to improve these figures. As part of this work, individual cases, where particular problems had been highlighted, would be reviewed, and officers had promised to meet regularly with the children's parents to review their cases. The main reason for the lower than expected performance in respect of the Care Plans was due to workload issues in connection with the requirement to transfer 2,500 statements into Care Plans.

8.6 RESOLVED: That the Committee:-

- (a) notes the contents of the report now submitted, together with the information reported as part of the presentation and the responses to the questions raised; and
- (b) requests:-
  - (i) the Policy and Improvement Officer to circulate the report considered at its meeting held on 19<sup>th</sup> September 2016, which contained detailed information on the delivery of Education, Health and Care Plans, to all Members of the Committee;
  - (ii) that regular briefing notes containing information on a breakdown of the pupil exclusion rates in terms of electoral Wards, and further in terms of ethnicity, be provided to Members;
  - (iii) a further report on Special Educational Needs (SEN) and autism be included on its Work Programme 2017/18; and
  - (iv) that a further report be submitted to the Committee on the outcome of the review of alternative provision for excluded pupils, with a specific request that a broad range of stakeholders be engaged as part of the



review, including voluntary/community sector organisations and all elected Members.

**9. WORK PROGRAMME 2017/18**

- 9.1 The Committee received a report of the Policy and Improvement Officer which set out its Work Programme for 2017/18.
- 9.2 The Chair stated that, as a result of the demonstration on 9<sup>th</sup> September, 2017, protesting about the Council's SEN services, he and the Deputy Chair (Councillor Cliff Woodcraft) had requested a briefing on current developments.
- 9.3 He also stated that any suggestions in terms of additional items for the Work Programme, either for consideration or information, should be forwarded to the Policy and Improvement Officer.
- 9.4 RESOLVED: That the Committee approves its Work Programme for 2017/18, subject to the inclusion of the item now mentioned.

**10. DATE OF NEXT MEETING**

- 10.1 It was noted that the next meeting of the Committee would be held on Monday, 13<sup>th</sup> November 2017, at 10.00 am, in the Town Hall.

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**Report to:  
Children Young People & Family Support  
Scrutiny & Policy Development  
Committee  
Monday 13<sup>th</sup> November 2017**

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**Report of:** Executive Director, People Services Portfolio

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**Subject:** 2017 Pupil Outcomes: City Context and School Performance

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**Authors of Report:** Pam Smith, Head of Primary & Targeted Intervention  
Kate Wilkinson, Service Manager - Performance & Analysis Service  
Stephen Betts, CEO - Learn Sheffield

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**Summary:**

This presentation (Appendix A) gives a summary of 2017 attainment and performance outcomes from Foundation Stage to A Level in Sheffield's schools and academies.

The report includes comparisons to national performance and to other local authorities. The report also includes headline data on:

- SEN, BME and EAL and Pupil Premium / Disadvantaged Pupils
- Locality comparison data
- Ofsted judgements

**Type of item:**

Reviewing of existing policy	
Informing the development of new policy	
Statutory consultation	
Performance / budget monitoring report	<b>X</b>
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	
Other	

**The Scrutiny Committee is being asked to:**

- Be aware of the updated picture in terms of attainment and performance in the city
- Consider the information that is being presented and provide any comment / recommendations

**Category of Report:** OPEN

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# Sheffield Overview

## 2017 provisional attainment and progress

October 2017



# Outline

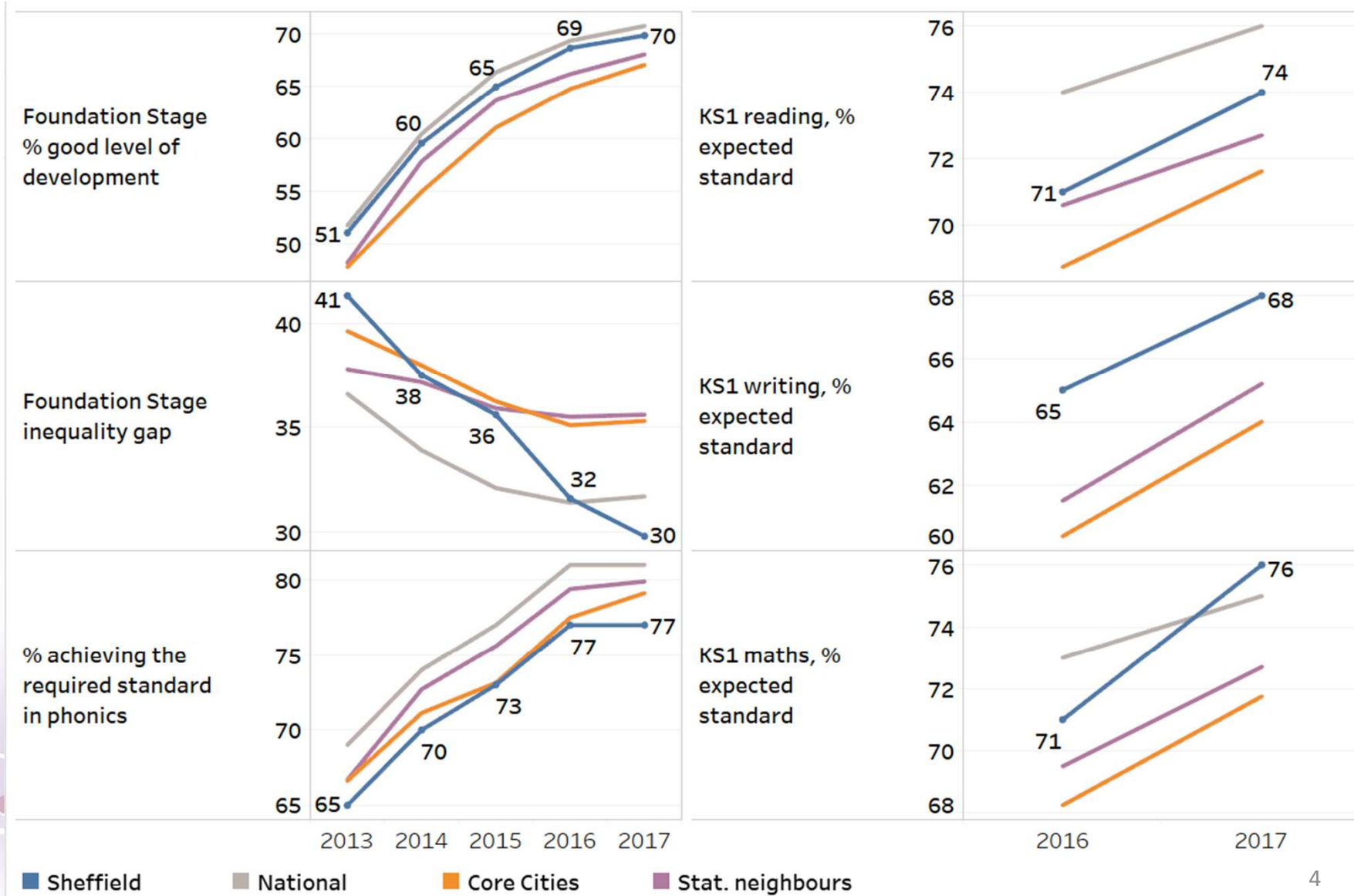
- Benchmarking – performance compared to national trends and ranks
- Performance variations across the city – localities and schools
- Performance variations across pupil groups
- Related indicators – school quality, attendance & behaviour
- Successes and challenges
- Next steps

## How does Sheffield's performance compare to other LAs?



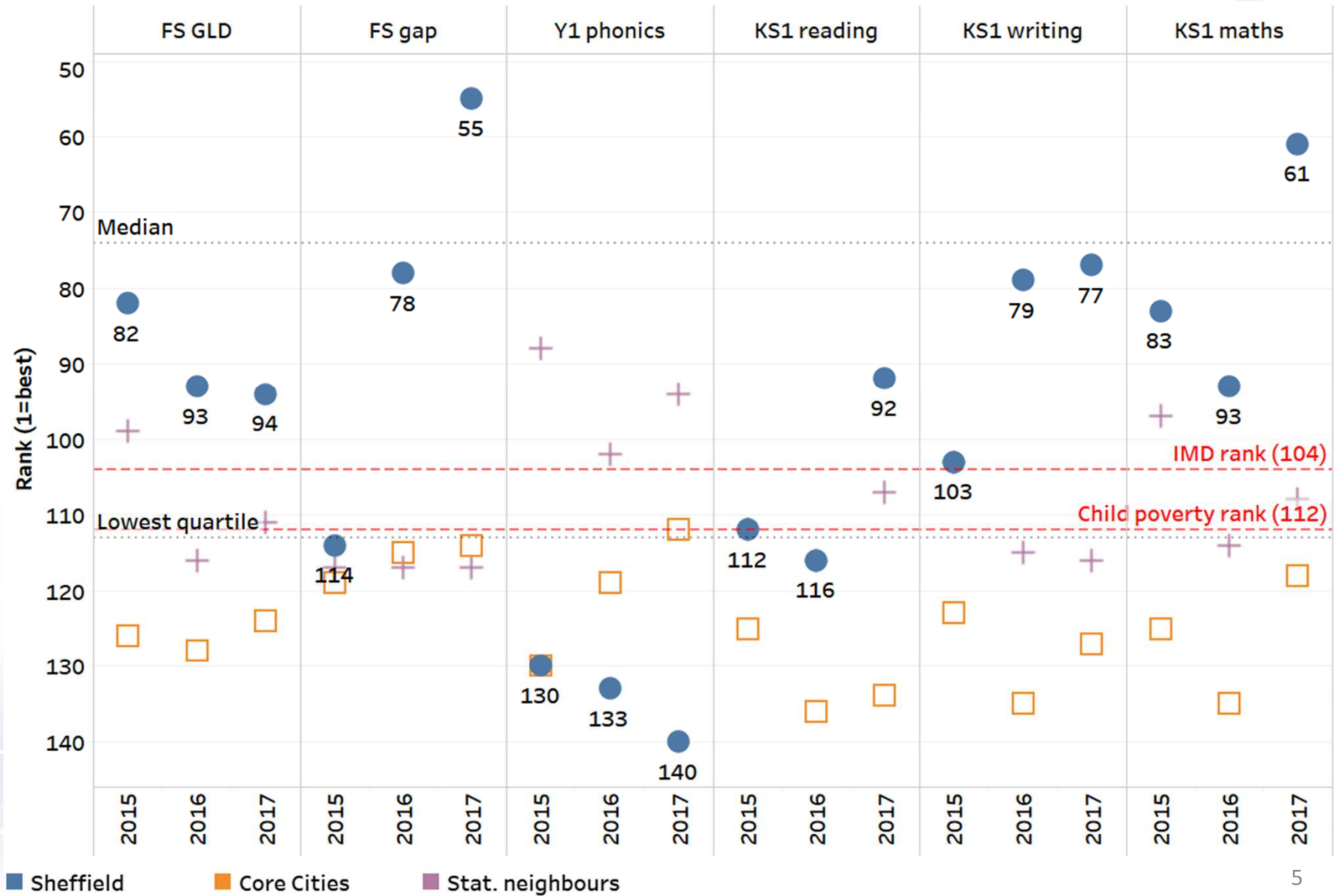
# How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 trends

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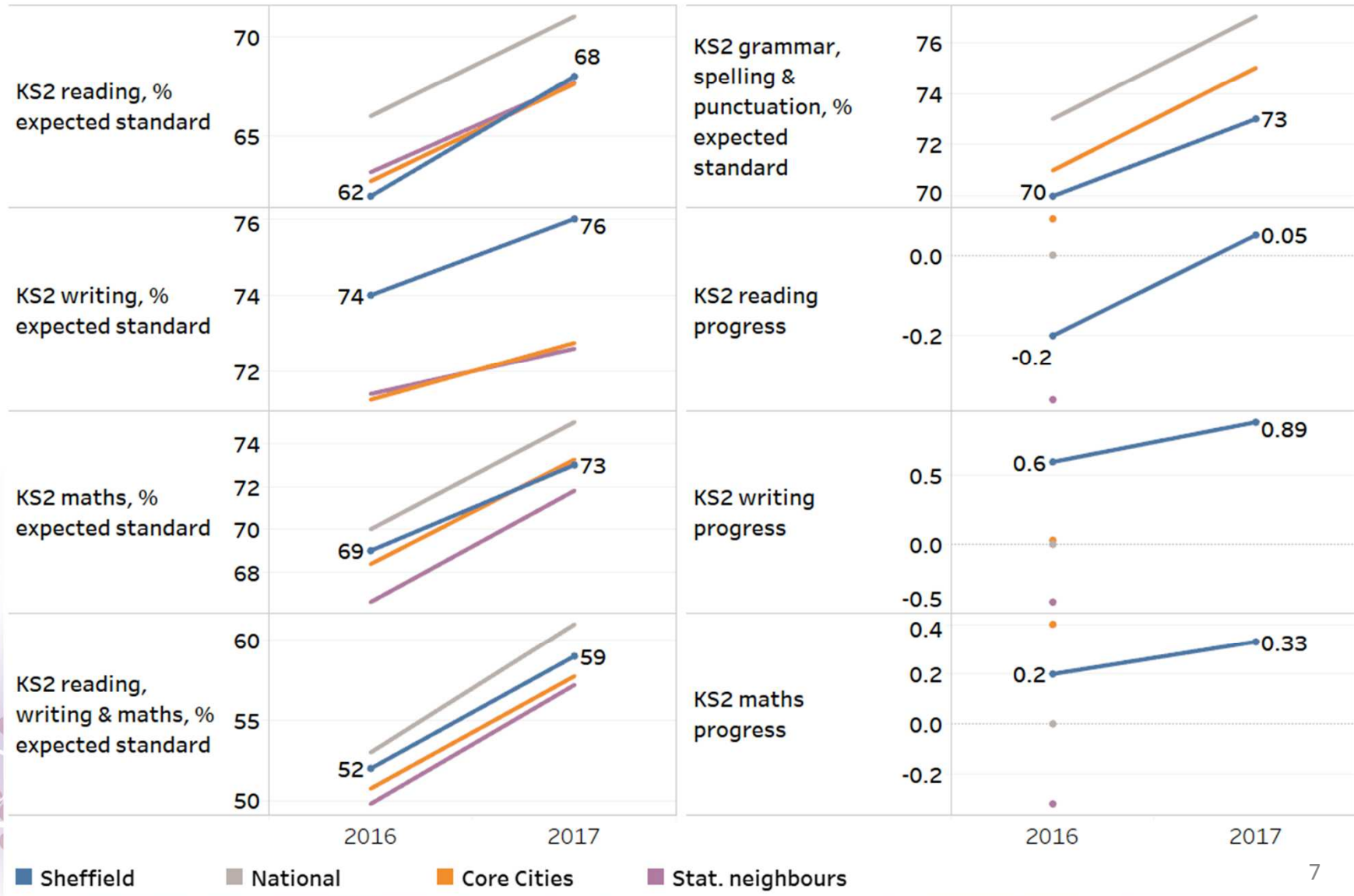
# How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1 national ranks



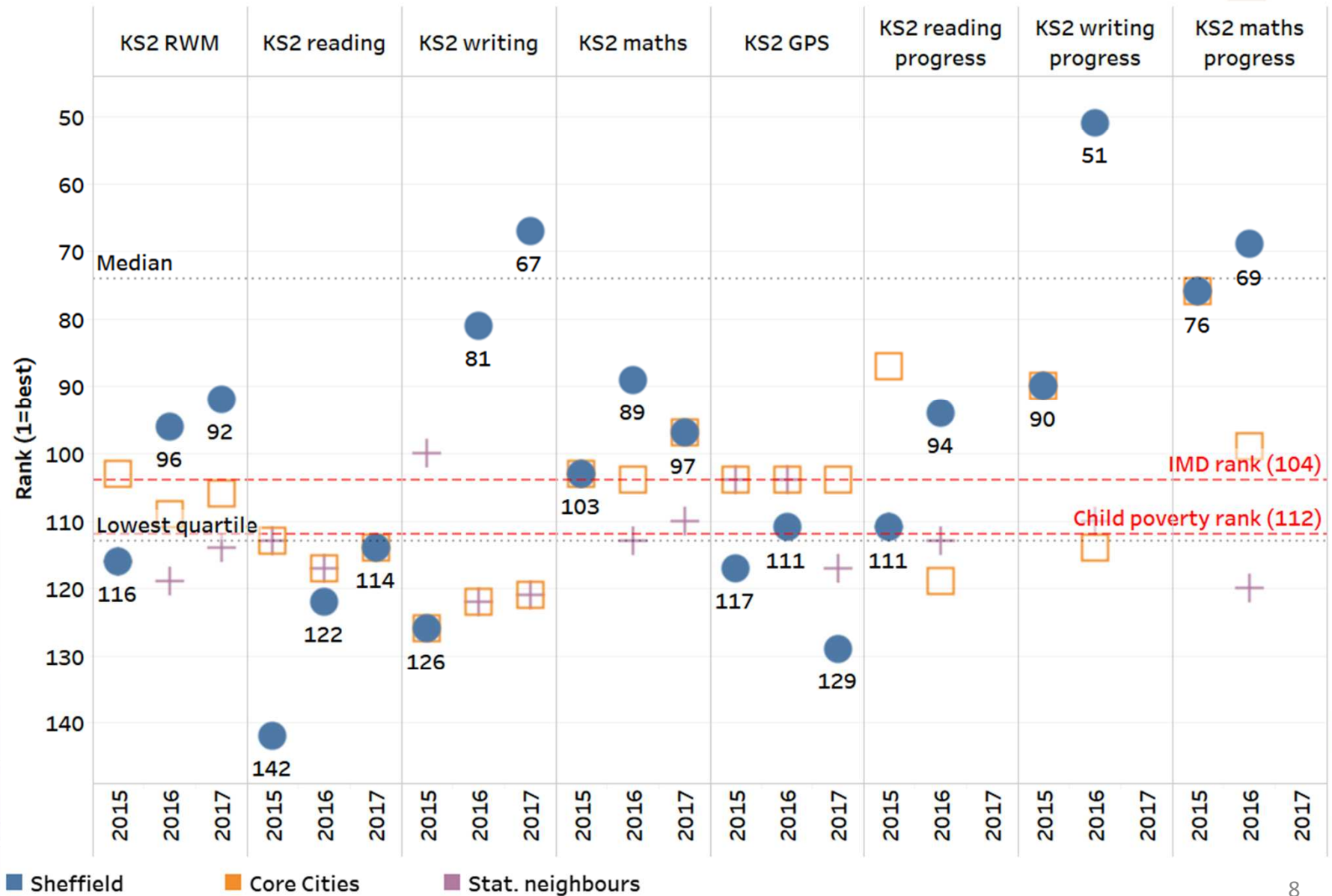
## How does Sheffield's performance compare to other LAs? – Foundation Stage and Key Stage 1

- FS good level of development remains close to national and gap measure has improved significantly and is now above national.
- Sheffield is in the bottom 10 LAs for performance in Y1 phonics following a decline in rank for last 3 years.
- At KS1 Sheffield's relative position has improved in all subjects.
- Sheffield is above Core Cities, Stat. neighbours and IMD rank for all subjects at KS1 and in top 50% of LAs for maths.
- Although performance is improving, reading is still below the national average at KS1.

# How does Sheffield's performance compare to other LAs? – Key Stage 2 trends



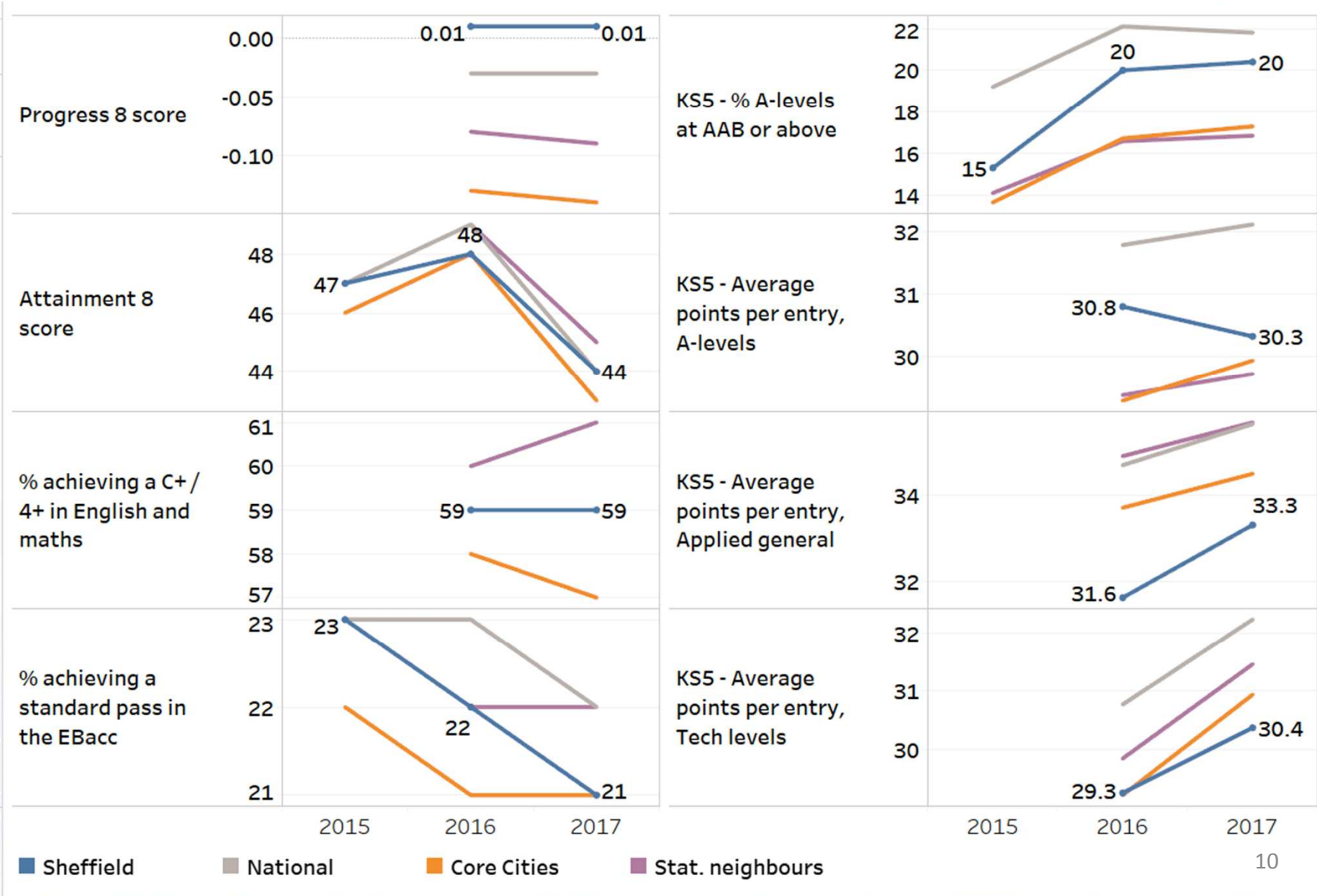
# How does Sheffield's performance compare to other LAs? – Key Stage 2 national ranks



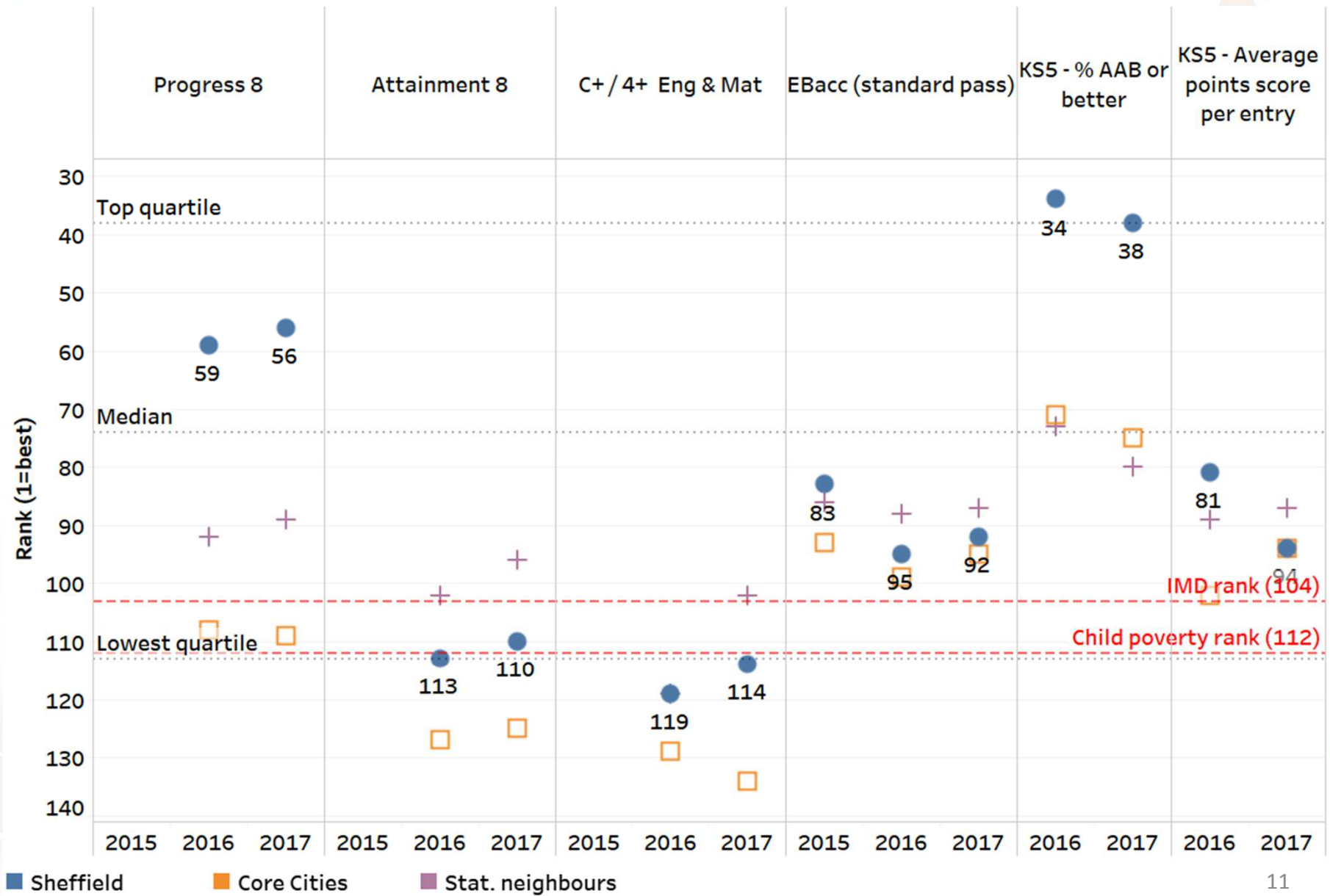
## How does Sheffield's performance compare to other LAs? – Key Stage 2

- Sheffield's rank has improved in reading, writing and the combined measure
- Ranks in maths has fallen slightly – Sheffield now equal to Core Cities
- Reading still in the lowest quartile but is improving
- GPS rank is in lowest quartile and below statistical neighbours and Core Cities
- Progress ranks not available until December, progress for Sheffield has improved in all subjects in 2017

# How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5



# How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5 national ranks



## How does Sheffield's performance compare to other LAs? – Key Stage 4 & Key Stage 5

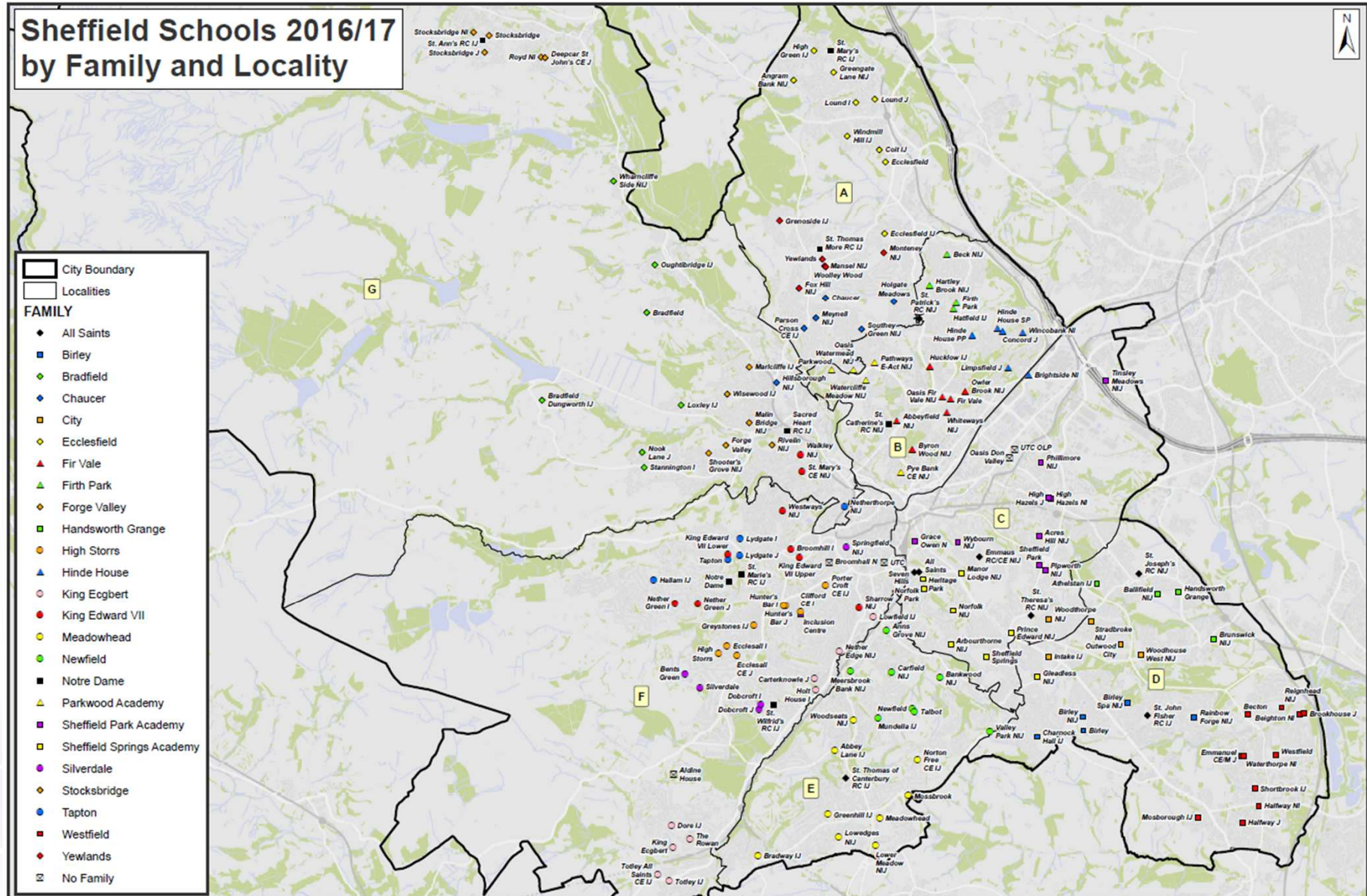
- Sheffield remains above the national average for progress 8 and well above stat neighbours and Core Cities
- The % of pupils achieving the EBacc is above Core Cities but below stat neighbours and the national average
- National ranks for attainment 8 and grade 4+ in English and maths have improved but these measures are still below the IMD rank of 104
- At KS5 the % of A-level students achieving grades AAB or higher is in the top quartile
- The average points score per entry at KS5 dropped slightly in 2017 as did the national rank



## How does attainment vary across the city?

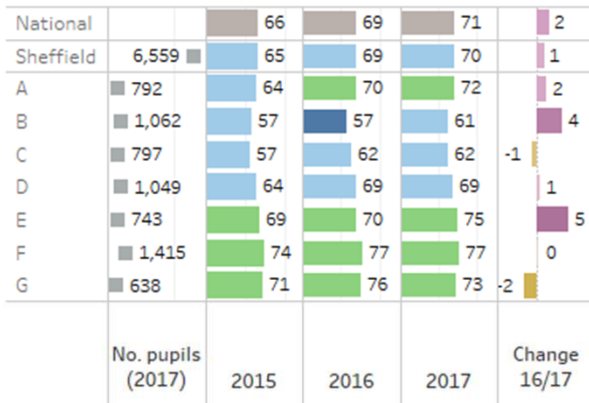


# Sheffield schools and localities

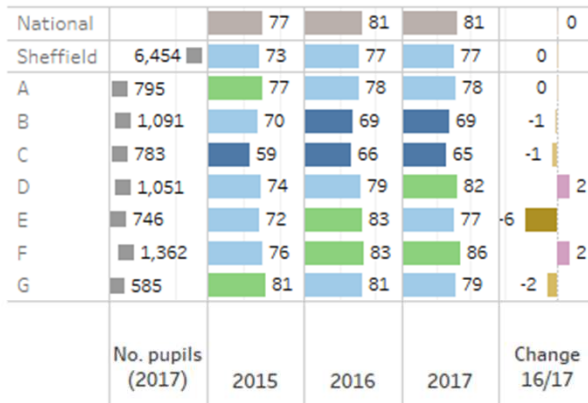


# How does attainment vary across the city? – Foundation Stage, phonics and KS1

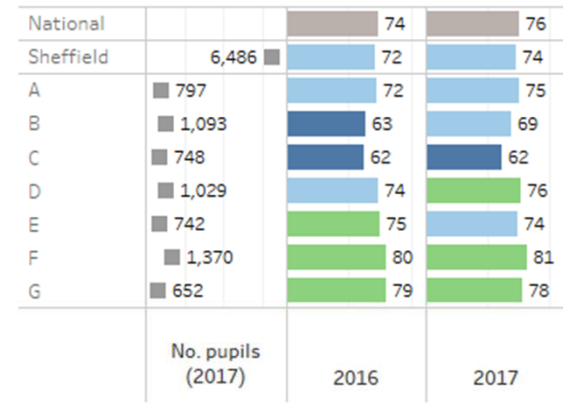
Foundation Stage - % good level of development



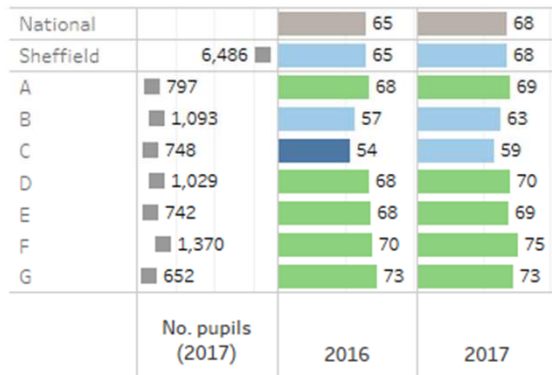
Y1 Phonics - % working at the exp. standard



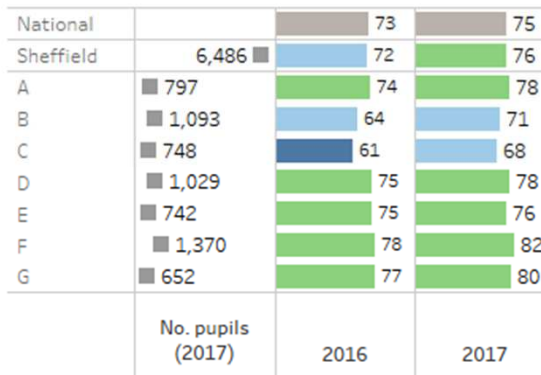
KS1 reading - expected standard



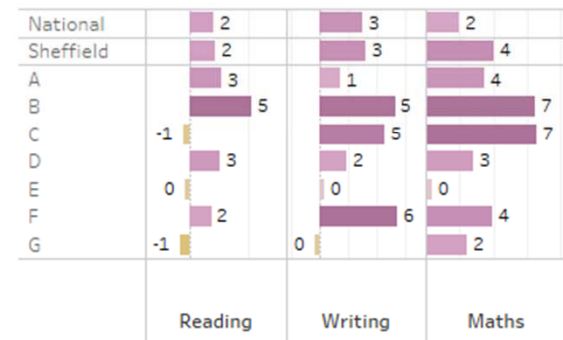
KS1 writing - expected standard



KS1 maths - expected standard



Locality trend - KS1 expected standard - 2016 to 2017



■ 10+ % above national  
 ■ 0-10% above national  
 ■ 0-10% below national  
 ■ 10+ % below national

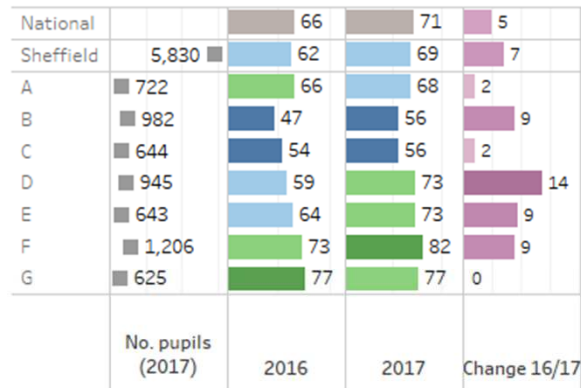
## How does attainment vary across the city? – Foundation Stage, phonics and KS1

- **Foundation Stage** – all localities now within 10% points of national, most improved, small drop in localities G and C
- **Phonics** – only D and F improved (also only localities above national), large drop in locality E
- **KS1 writing and maths** – all localities either improved or maintained standards
- **KS1 reading** – less change overall at locality level, significant improvement in B, slight drop in C and G

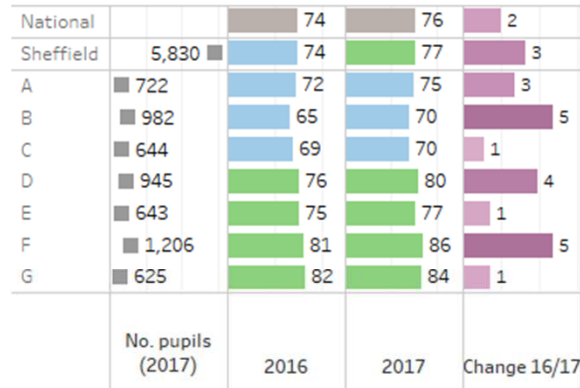


# How does attainment vary across the city? – KS2

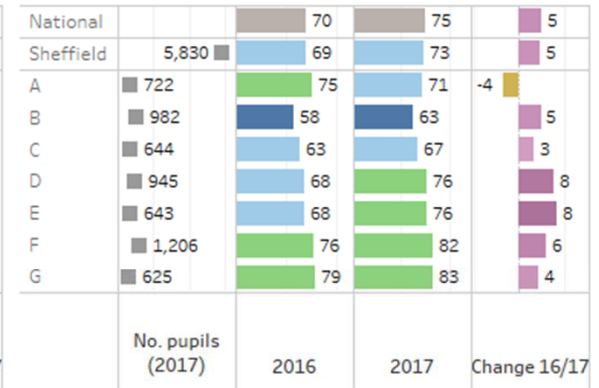
KS2 reading - expected standard



KS2 writing - expected standard

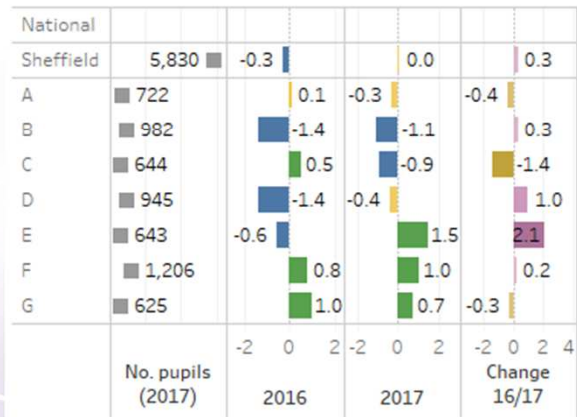


KS2 maths - expected standard

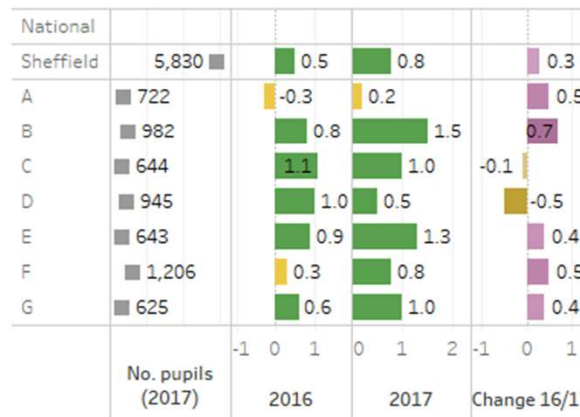


■ 10+ % above national 
 ■ 0-10% above national 
 ■ 0-10% below national 
 ■ 10+ % below national

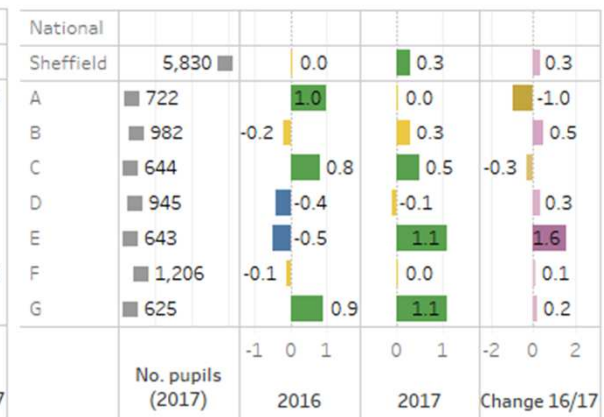
KS2 reading - progress



KS2 writing - progress



KS2 maths - progress



■ Not Significant 
 ■ Significantly Above Average 
 ■ Significantly Below Average

# How does attainment vary across the city? – KS2

KS2 GPS - expected standard

	No. pupils (2017)	2016	2017	Change 16/17
National		73	77	4
Sheffield	5,830	70	74	4
A	722	75	74	-1
B	982	59	63	4
C	644	63	66	3
D	945	69	77	9
E	643	69	76	7
F	1,206	79	84	5
G	625	81	83	2

KS2 reading, writing & maths - exp. standard

	No. pupils (2017)	2016	2017	Change 16/17
National		53	61	8
Sheffield	5,830	52	60	8
A	722	58	58	0
B	982	38	49	11
C	644	44	48	4
D	945	49	61	13
E	643	54	64	11
F	1,206	62	73	11
G	625	65	69	4

KS2 reading, writing & maths - greater depth

	No. pupils (2017)	2016	2017	Change 16/17
National		5	9	4
Sheffield	5,830	5	9	4
A	722	5	5	0
B	982	3	5	2
C	644	3	6	3
D	945	5	7	2
E	643	6	8	2
F	1,206	8	16	8
G	625	6	12	6

■ 10+ % above national  
 ■ 0-10% above national  
 ■ 0-10% below national  
 ■ 10+ % below national



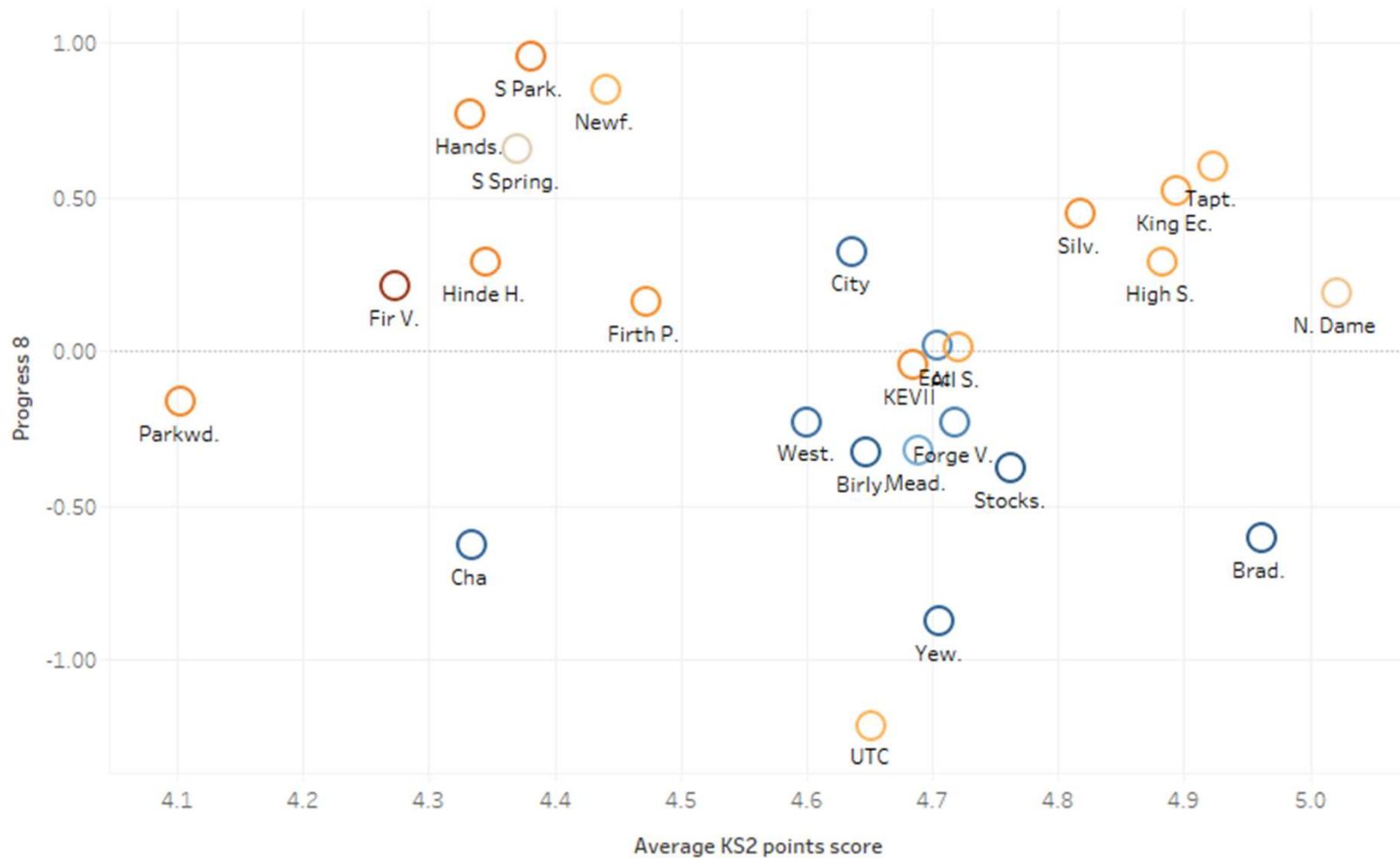
## How does attainment vary across the city? – KS2

- **Fewer localities below national in reading and maths in 2017**
- **Locality B is still the lowest performing in the city but has improved significantly**
- **Locality E has seen significant improvements in progress in reading and maths**
- **Progress in reading is below expectations in localities B and C**
- **Only 3 localities are above the national average for spelling, punctuation and grammar**



# How does attainment vary by school? – KS4

Progress 8 by KS2 average points (schools shaded by % BME)



Schools shaded orange have 20% or higher BME.



## How does attainment vary by school? – KS4

- Sheffield has high performing schools (in terms of progress) across the attainment spectrum
- More than half of schools achieved a positive progress 8 score
- Schools that have mainly White British cohorts (fewer than 20% BME pupils) generally had lower progress 8 scores. Only 2 of these schools (Ecclesfield and City) achieved a positive progress 8 score.



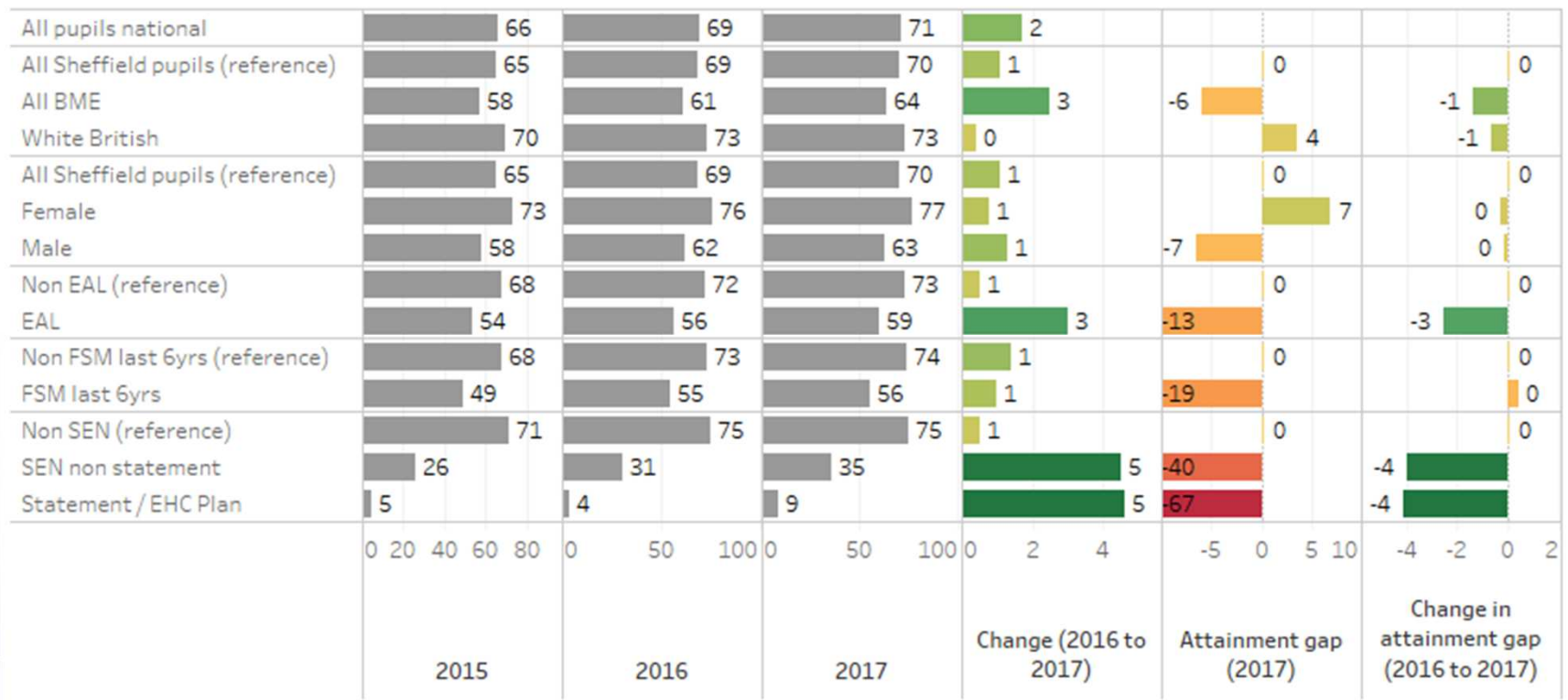
## How does attainment vary by pupil group?



# How does attainment vary by pupil group at Foundation Stage?

- Attainment of all pupil groups improved between 2016 and 2017
- Attainment gaps remain for vulnerable groups BUT are closing except for pupil premium pupils. The gap between boys and girls is also static.

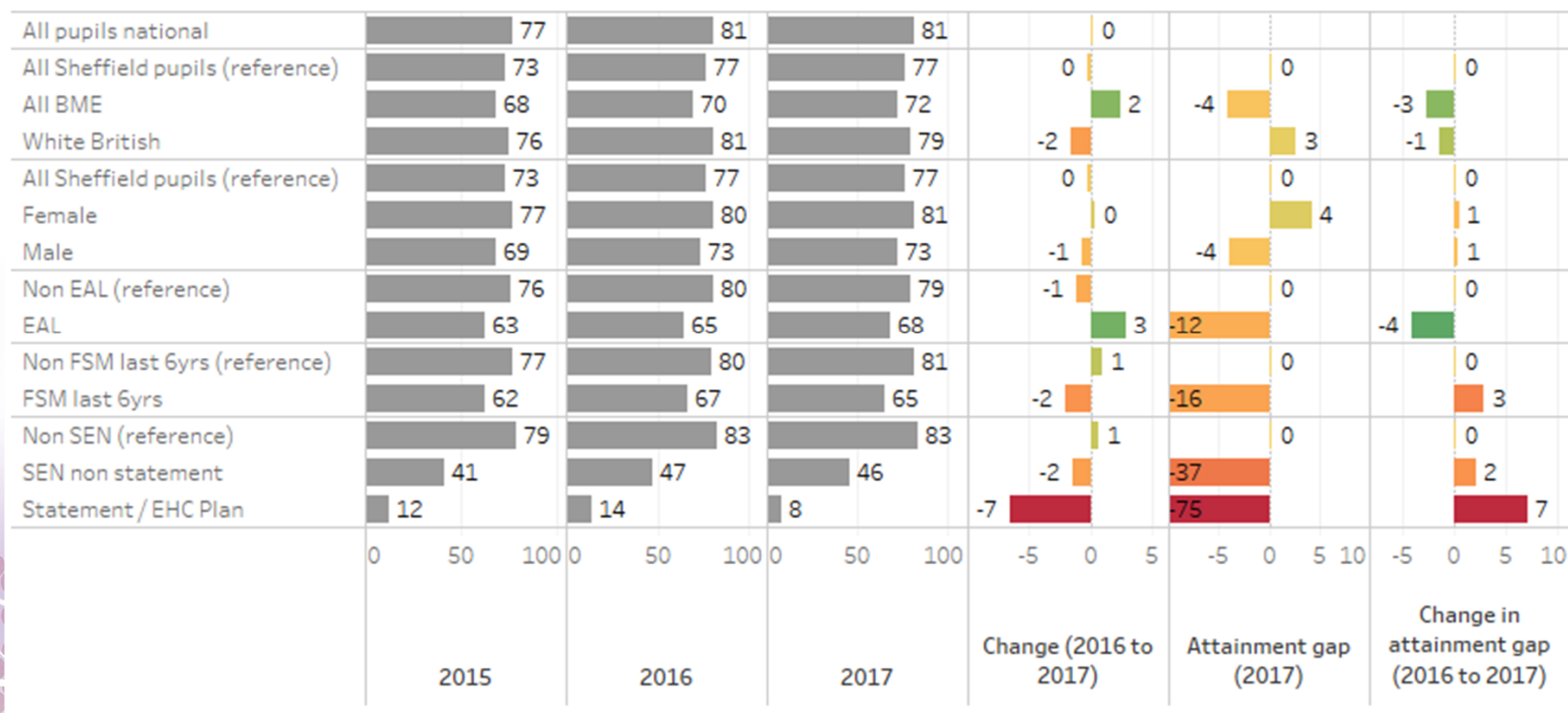
Foundation Stage - % GLD



# How does attainment vary by pupil group in Phonics?

- Although there was no change in the phonics result overall, most pupil groups had declining or static achievement between 2016 and 2017.
- Groups with declining performance include: White British; Non EAL; pupil premium; boys and pupils with SEN
- Attainment improved and gaps closed for BME and EAL pupils.

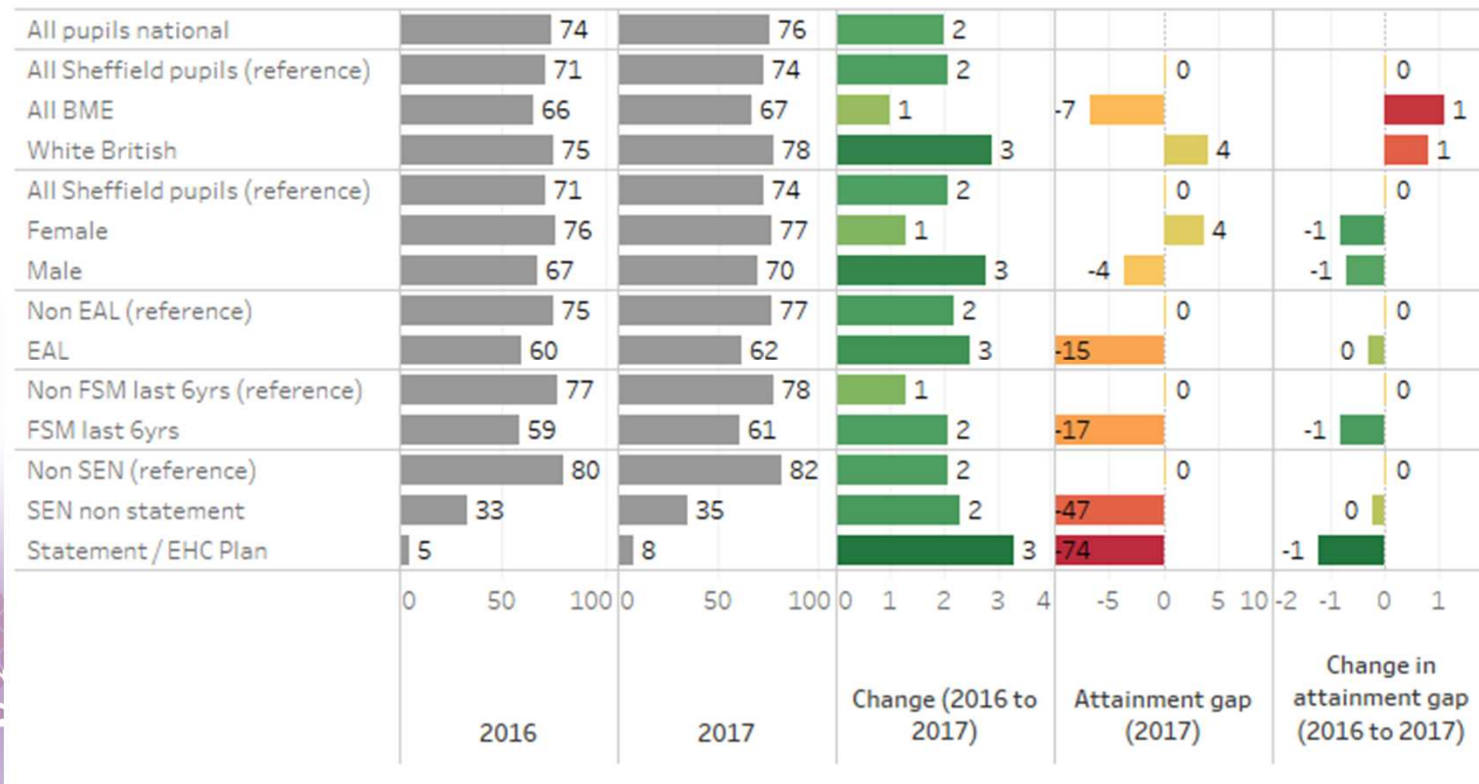
Phonics - % working at expected standard



# How does attainment vary by pupil group at KS1? - reading

- Focus on reading as the key attainment challenge at KS1
- Attainment gaps for BME pupils has increased
- Attainment gap for SEN non statement, EAL and pupil premium large and closing too slowly

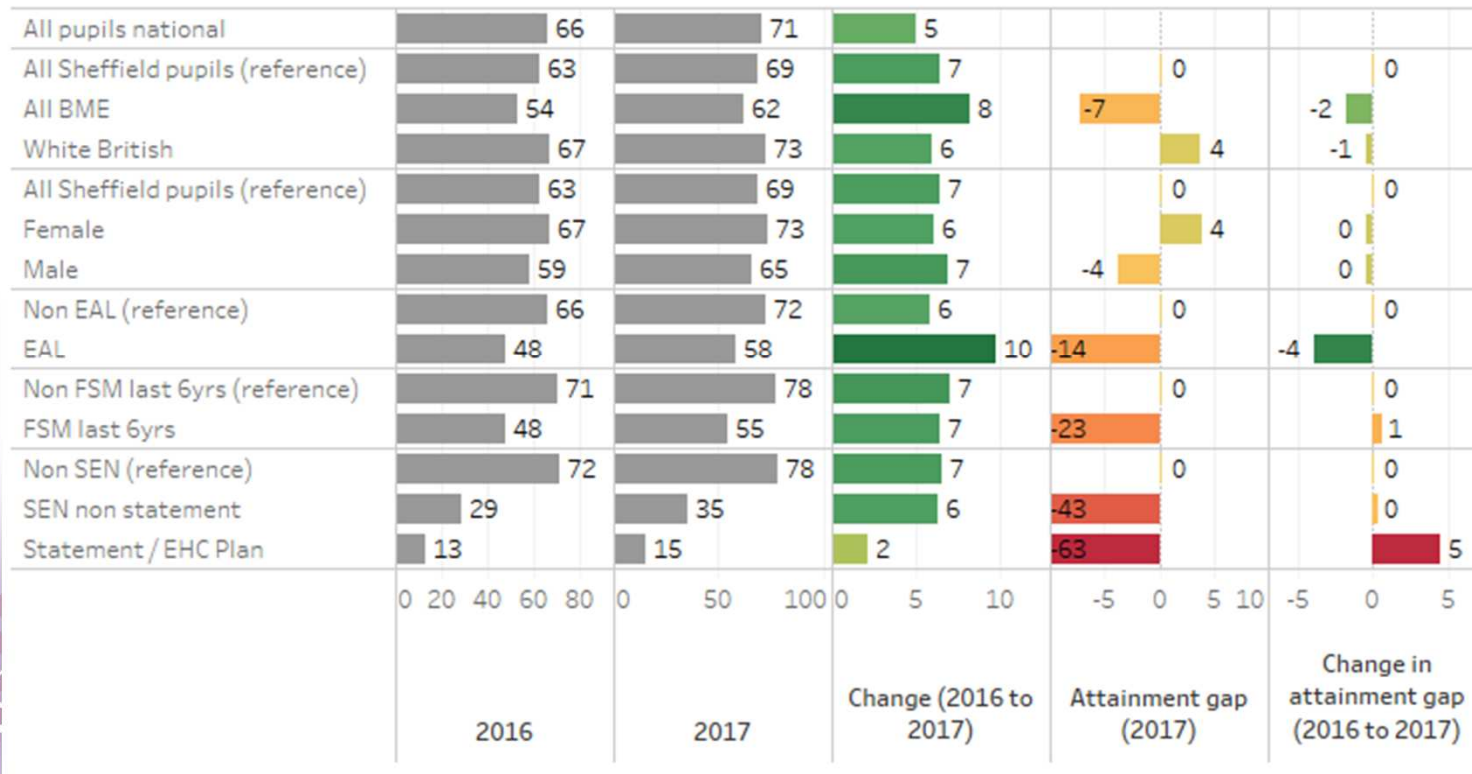
KS1 reading - % expected



# How does attainment vary by pupil group at KS2? - reading

- Focus on reading as a key attainment challenge at KS2
- Attainment is improving for all vulnerable groups but little change in attainment gaps apart from BME and EAL which are closing. Pupil premium and SEN gaps are the largest and are not closing.

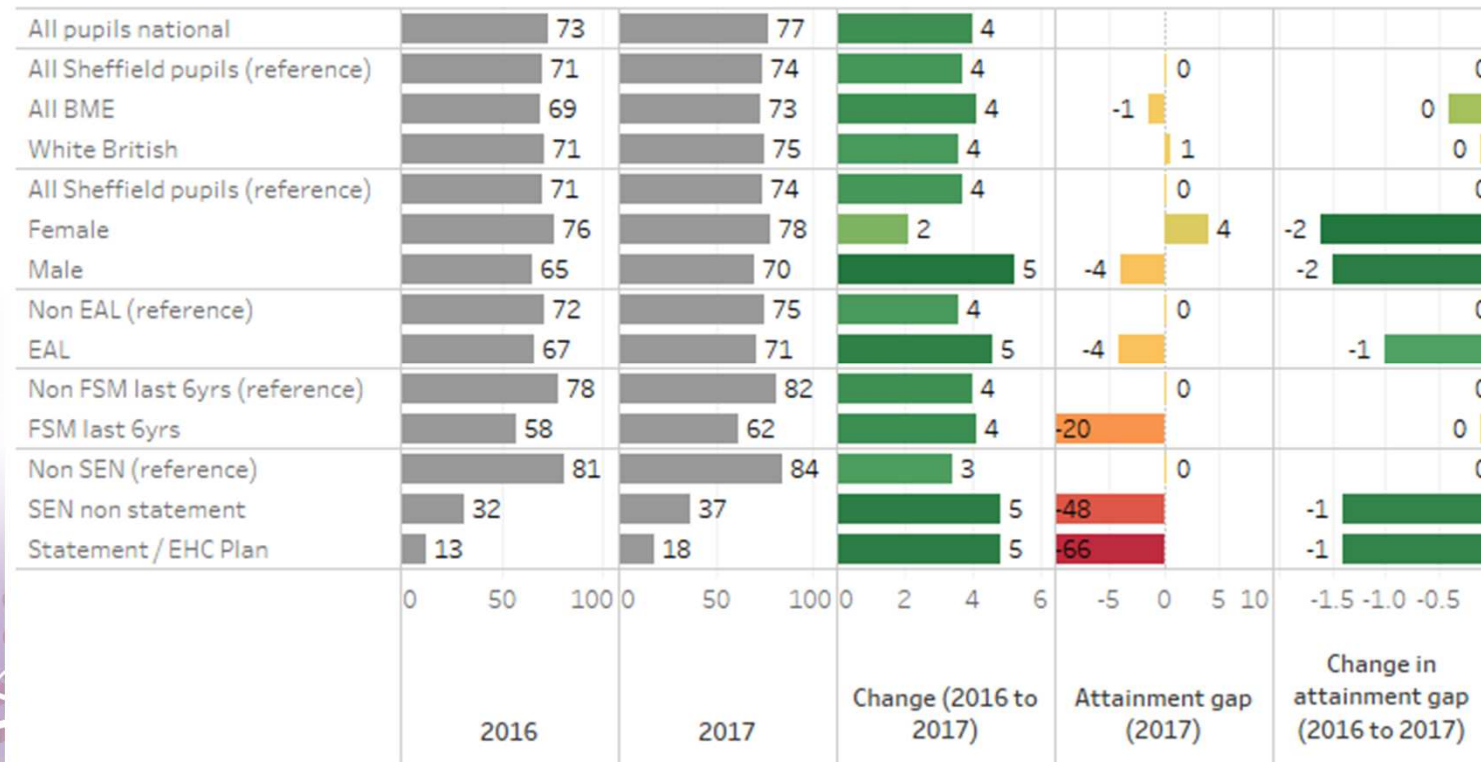
KS2 reading - % expected



# How does attainment vary by pupil group at KS2? - GPS

- Focus on grammar, punctuation & spelling as a key attainment challenge at KS2
- Attainment is improving for all vulnerable groups but little change in attainment gaps for groups with the widest gaps: SEN non statement and pupil premium.

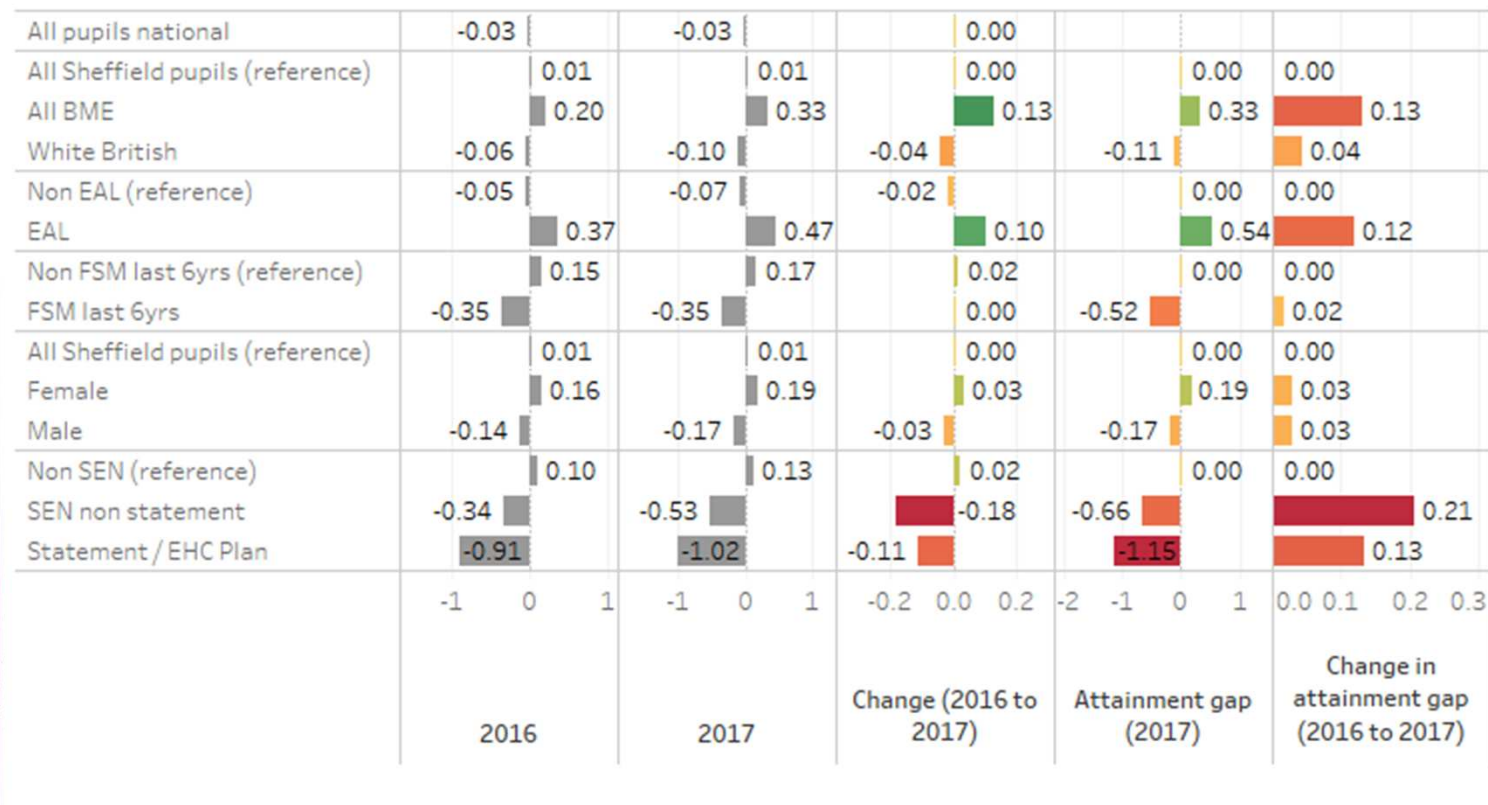
KS2 GPS - % expected



# How does progress vary by pupil group at KS4

- EAL and BME pupils make better progress than non EAL / White British and the gap between these groups is increasing.
- Pupils with SEN make less progress and the gap between SEN and non SEN is also increasing.
- The gap between disadvantaged and non-disadvantaged is over half a grade per subject and has increased slightly since 2016.

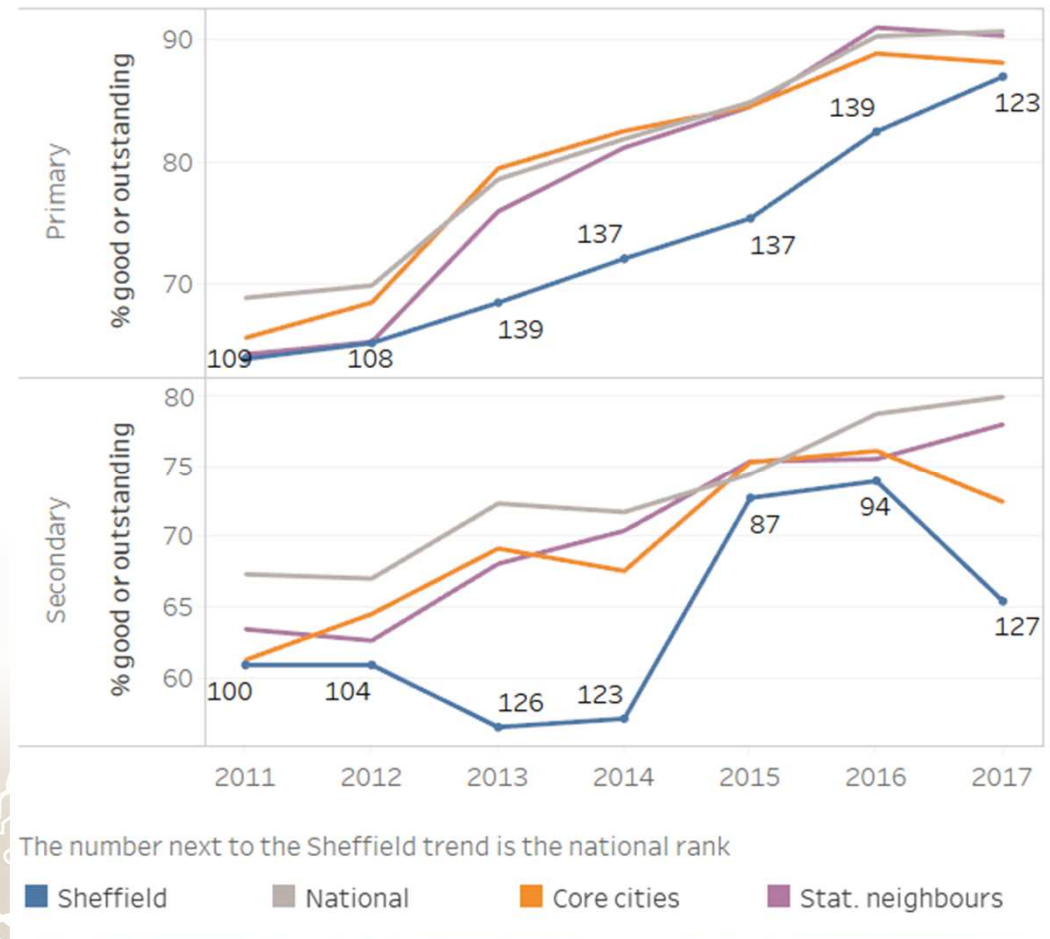
KS4 progress 8





# What other factors impact on attainment and progress? Ofsted judgements

- The % of schools judged good or outstanding has improved in primary to 87% (September 2017) but remains below the national average and the average for Core Cities and statistical neighbours. Sheffield is ranked 123 nationally for this measure.
- The % of secondary schools judged good or outstanding has fallen from 74% in September 2016 to 65% in September 2017. Again Sheffield is below the national average and the average for comparator LAs.

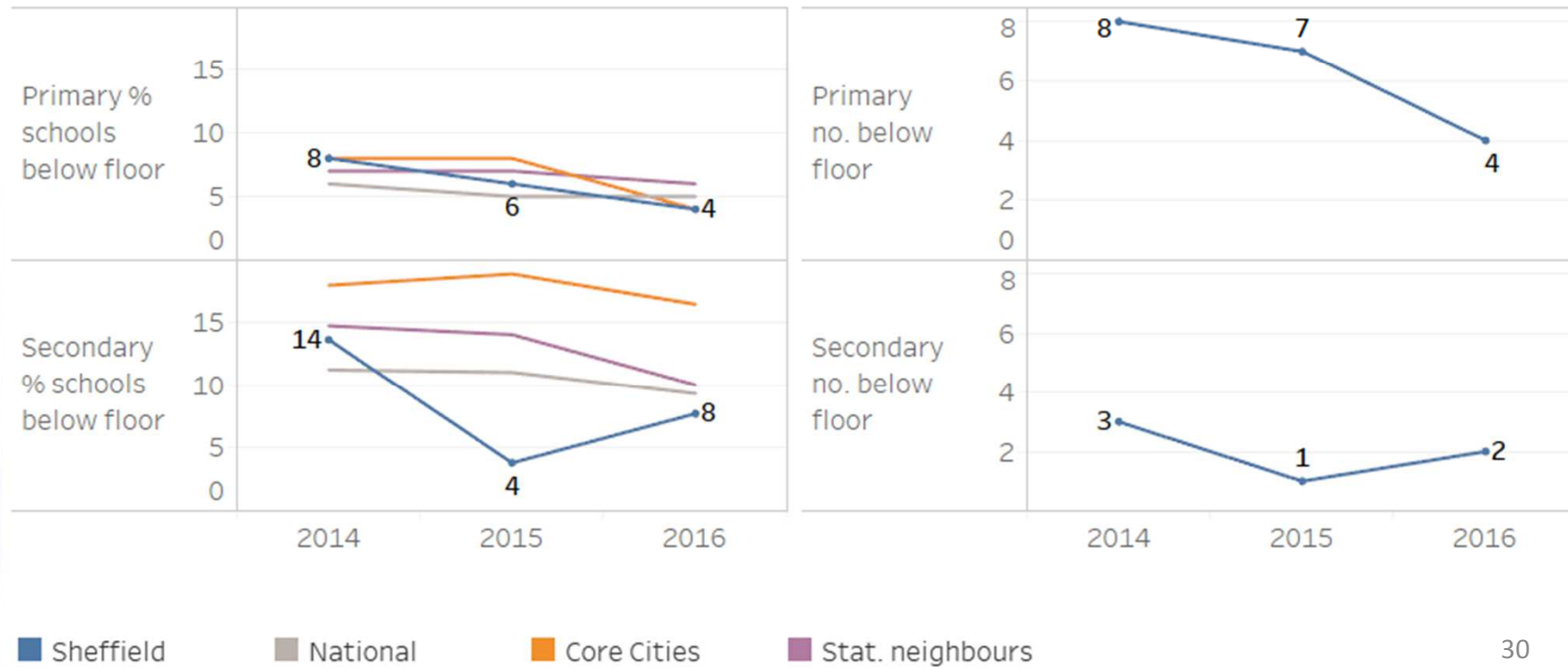


Sheffield City Council

# What other factors impact on attainment and progress?

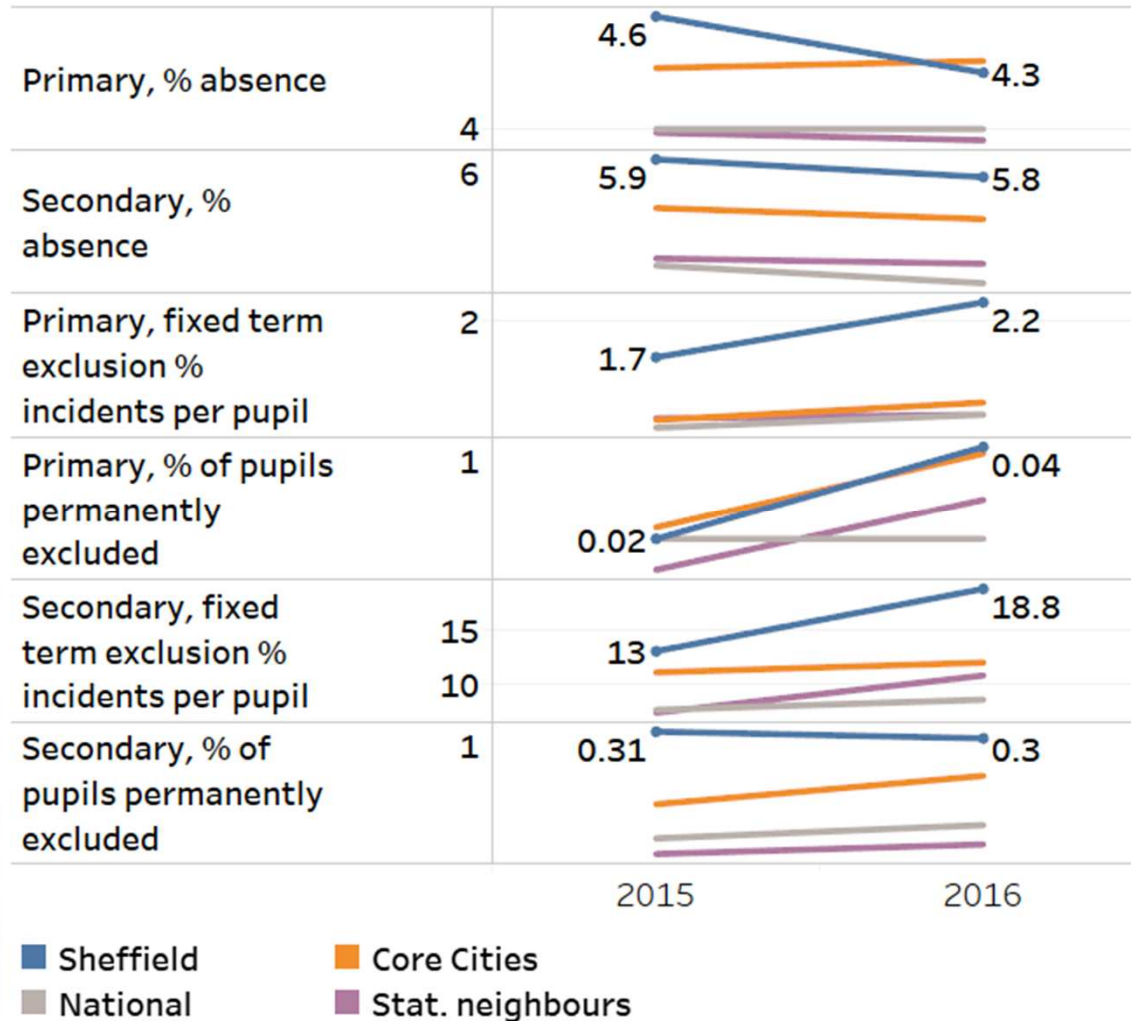
## Schools below floor

- The % of primary schools below floor has been falling for the last 3 years and is below the national average. Primary floor standards have not yet been confirmed this year but if they remain the same as last year then the number of schools below floor is likely to reduce again.
- The % of secondary schools below floor reduced in 2015 but increased last year with 1 additional school below the floor standard. The number of secondary schools below floor is anticipated to increase to 4 schools in 2017 (15%).



# What other factors impact on attainment and progress?

## Attendance & Behaviour



- Absence from school in primary and secondary phases is higher than the national average. Latest data (16/17 school year) shows absence in the primary phase remaining at 4.3% whilst secondary has increased to 6.2%.
- Fixed term and permanent exclusions are both higher than the national average and higher than Core Cities and Statistical neighbours.
- Fixed term exclusion rates remained similar in 16/17 whilst permanent exclusion rates have reduced slightly.

# Successes

## Foundation Stage

- Maintained improvements in line with national
- Attainment gaps closing for BME, EAL and SEN
- Inequality gap now lower than national
- Improvement across majority of localities

## Key Stage 1

- Writing at national average and maths above national average
- All localities improved
- Narrowing the gap in reading

## Key Stage 2

- National ranks improving on reading, writing and combined measure
- Fewer localities below the national average and Locality B improving rapidly
- Progress across all subjects improved
- Likely reduction in schools below floor

## Key Stage 4 & 5

- Progress 8 performance & national rank maintained
- More than 1/3 of schools have positive progress 8
- KS5 % AAB remains in top quartile

## BME & EAL

- Gaps for BME and EAL pupils are closing across a number of headline measures
- BME & EAL pupils make better progress than White British at KS2 and KS4

# Challenges

## Reading & Phonics

- Within bottom 10 LAs for phonics
- Reading at KS1 and KS2 still lowest performing subject and below national average
- Progress in reading is poor in localities B & C

## KS4 Attainment

- Attainment 8 and 9-4 grade in English and maths below the national average and also the IMD rank
- Increased number of schools below floor standards
- Progress 8 for White British pupils is negative and worsening

## Vulnerable groups

- Gaps are not closing fast enough for disadvantaged pupils and are increasing in some cases (phonics, progress at KS2 and KS4)
- White British disadvantaged pupils perform poorly on a number of measures
- Pupils with SEN make less progress between KS2 and KS4

# Next steps

- Further analysis at school and pupil group level focussing on key challenges





## Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

Monday 13<sup>th</sup> November 2017

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**Report of:** Executive Director of People Services Portfolio

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**Subject:** Elective Home Education

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**Author of Report:** Alena Prentice, Assistant Director, Inclusion and Learning Services  
Tel 0114 2053418  
alena.prentice@sheffield.gov.uk

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The report includes a summary of the Elective Home Education service, a breakdown of the users of the service and the reasons why. This information is provided for Members of the Committee, for them to consider any further work they may wish to request.

**The Scrutiny Committee is being asked to:**

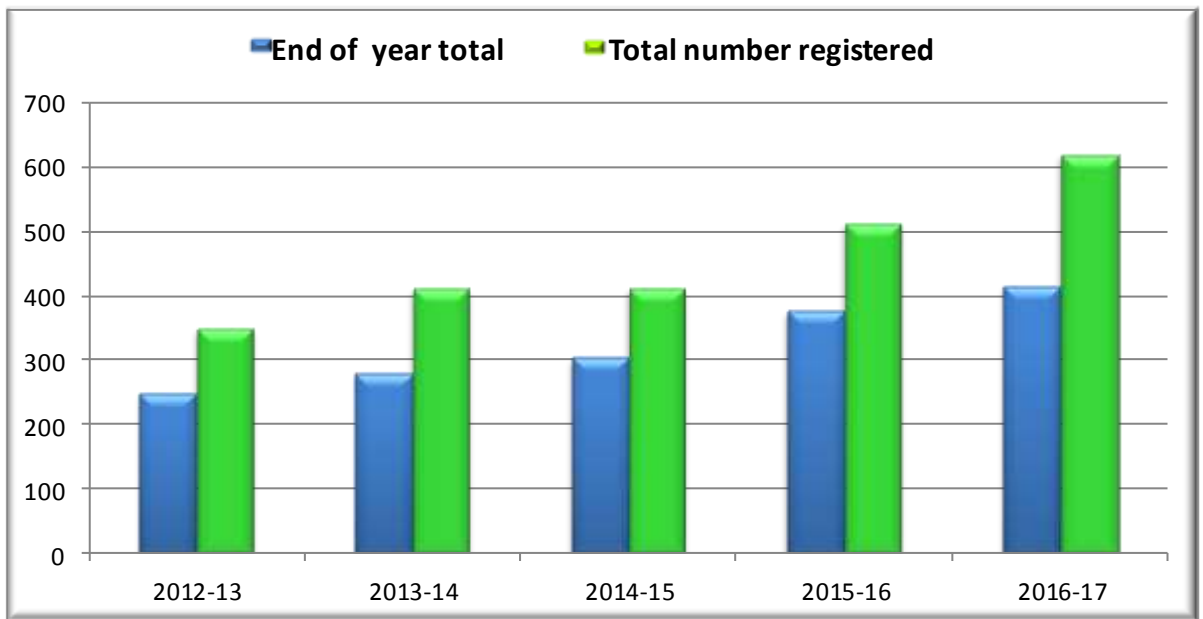
- Consider the contents of the work programme and provide any comment / feedback

## Elective Home Education

### Current cohort

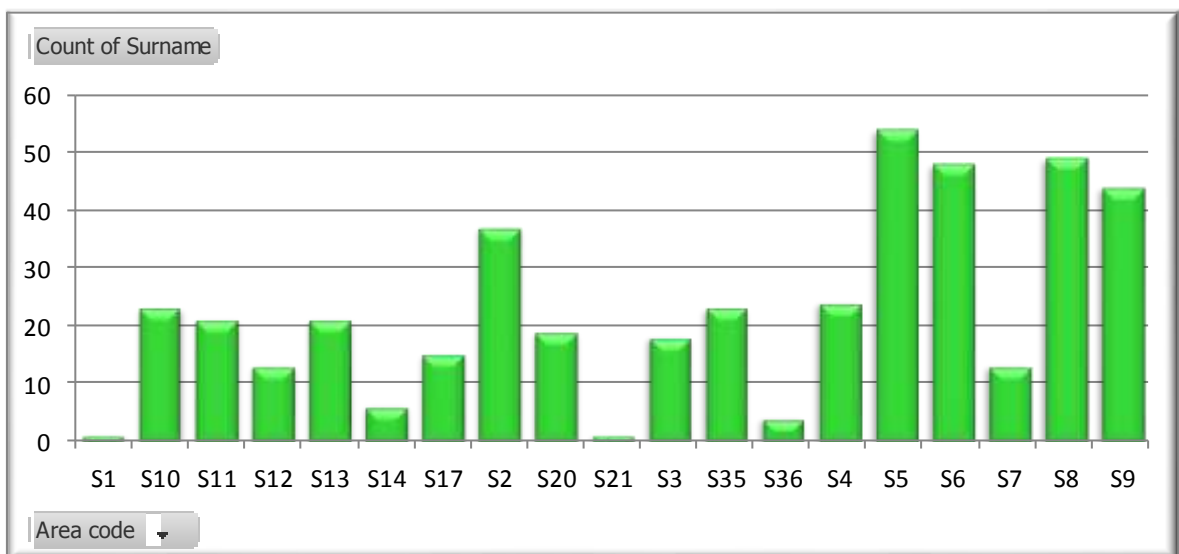
The number of children educated at home has been increasing annually both locally and nationally for the past 10 years. During 2016-17, 619 children were registered with the EHE service at some point in the year. This is an increase of 21% from 2015-16. Over the past 5 years the total number of children registered with the elective home education (EHE) service has increased by 77%. There are currently 438 children registered as home educated.

**Figure 1: End of year totals**



The majority of children educated at home are white British (53%) and there are slightly more males (52%) than females (48%). EHE children are distributed throughout the city, with a higher incidence in the S5 area.

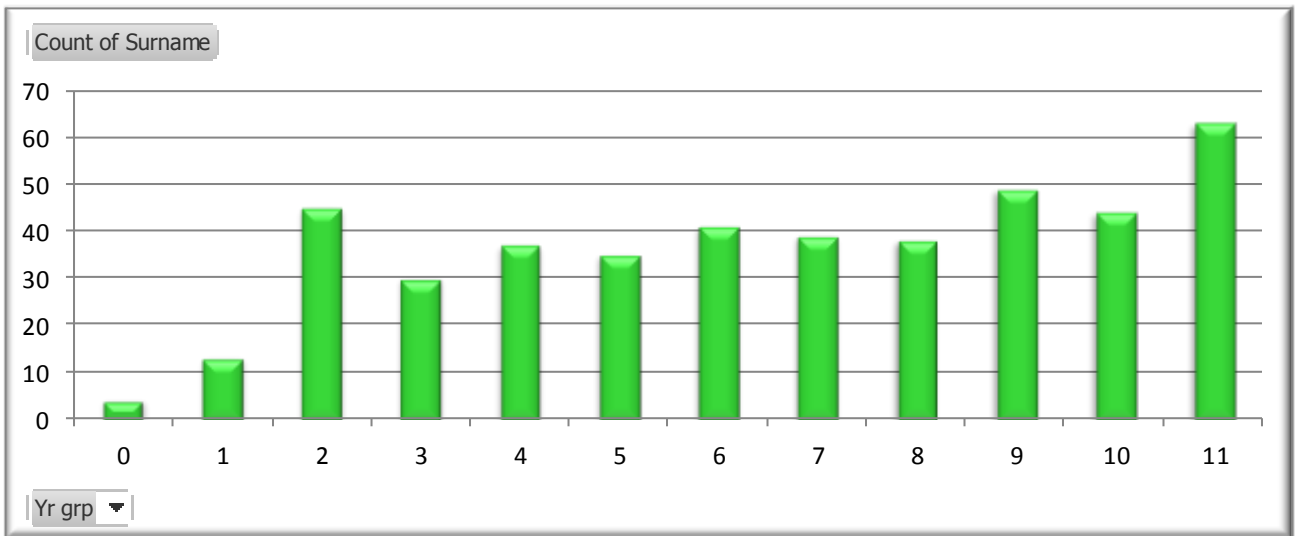
**Figure 2: EHE students' area code**





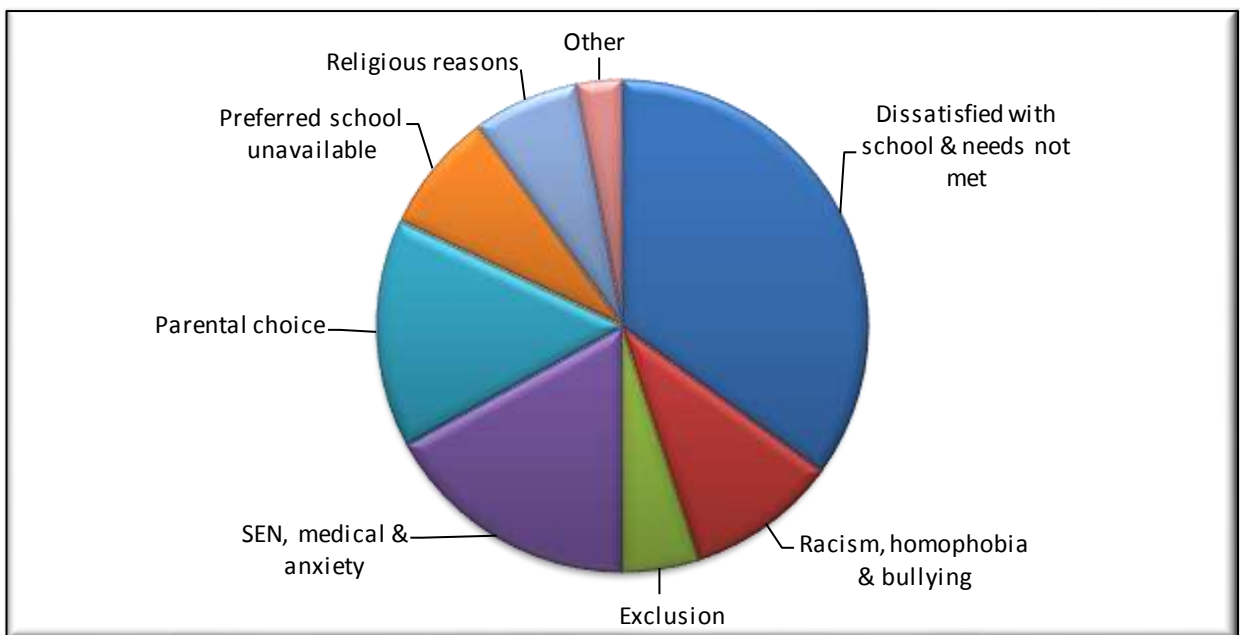
The majority of home educated students are secondary age. The largest category of students are Y11. This trend of increased numbers in key stage 4 is in line with other local authorities.

**Figure 3: EHE students' year groups**



The main reason for home education is dissatisfaction with school and needs not being met. Following this, special education needs was the other reason most cited by parents.

**Figure 4: Reasons for EHE**



The number of children educated at home with an Education Health Care Plan/statement or previously receiving SEN support is 27.3%. This is higher than the 14.4% national average for children attending school. Over 30% of the current cohort is classed as vulnerable.

**Monitoring arrangements**

The Home Education Advisor is responsible for ensuring parents are fulfilling their statutory duty to provide a suitable and efficient education. Due to current statutory restrictions there is no

formal framework for the ongoing monitoring of children educated at home, however a system of parental support has been developed. All parents have access to the Home Education Advisor who carries out home visits to assist with the creation and development of educational plans and signposting. A programme of drop in sessions has been established which is accessible to any parent educating at home or considering home education whether known or unknown to the local authority. Sheffield has a large home educating community and it is estimated that some families are not registered with the local authority.

During the last academic year, just over 50% of children were receiving a suitable education. An agreement is in place with schools to re-admit pupils not receiving an education at home. Additional support is offered to those families that do not want to return to their exit school. If the home provision continues to be unsuitable, families are referred to the Children Missing Education team who will assist with a return to school. When all other steps are exhausted, families are referred to the Multi Agency Support Team (MAST) for a School Attendance Order.

The main focus of the EHE service is divided between supporting in circumstances where the provision is inappropriate and/or a return to school is necessary, and a programme of ongoing, tailored support for children and young people being satisfactorily educated at home.



# Report to CYP&FS Scrutiny & Policy Development Committee

## 31<sup>st</sup> November 2017

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**Report of:** Executive Director People Services Portfolio

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**Subject:** Alternative Provision

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**Author of Report:** Emma Beal, Assistant Director Lifelong Learning  
[emma.beal@sheffield.gov.uk](mailto:emma.beal@sheffield.gov.uk)

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**Summary:**

The information presented has been requested by the Committee to enable it to scrutinise performance in the area of Alternative Provision.

The report provides a context overview for Alternative Provision and provides a strategic commissioning update. The report provides a detailed overview of the Sheffield Alternative Provision cohort and the local provision offer.

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**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	
Cabinet request for scrutiny	X
Full Council request for scrutiny	
Community Assembly request for scrutiny	
Call-in of Cabinet decision	
Briefing paper for the Scrutiny Committee	
Other	

**The Scrutiny Committee is being asked to:**

The Committee is asked to consider the information provided and provide views and comment.

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**Background Papers:**

- DfE. (2013). Alternative Provision: Statutory guidance for local authorities.
- Taylor, C. (2012). Improving Alternative Provision. Department for Education.
- Sheffield Secondary Inclusion Audit, March 2016.
- Report to CYP&FS Scrutiny & Policy Development Committee – Exclusions 11<sup>th</sup> September 2017
- Cabinet Report - Commission of Alternative Provision 18<sup>th</sup> October 2017

**Category of Report:** OPEN

## **Report of the Executive Director of People Services Portfolio**

### **Alternative Provision**

#### **1. Context**

The CYP&FS scrutiny committee have requested a report on Alternative Provision in Sheffield. This report provides information about Alternative Provision under the following DfE category:

#### ***Directing a pupil off-site for education to improve his or her behaviour***

The term Alternative Provision is also used to describe provision for pupils who are permanently excluded from school (subject to CYP&FS scrutiny in September 2017) and to describe provision for pupils who cannot attend school due to medical needs. These definitions remain outside of the scope of this report.

As a city, we are committed to providing the best start in life for all Sheffield children. One vital element of this work is supporting children to thrive and engage within their education provision. This involves promoting inclusion and reducing escalation through the education system by successfully meeting the needs of children in their local school and being responsive to changing needs. Alternative Provision in all its forms are a component part of our 0-25 Lifecycle Approach to Inclusion and this report should be read alongside the September 2017 report on School Exclusions.

#### **1.2 Department for Education guidance on Alternative Provision**

Good alternative provision is that which appropriately meets the needs of pupils and enables them to achieve good educational attainment on par with their mainstream peers. All pupils must receive a good education, regardless of their circumstances or the settings in which they find themselves.

The Department for education provide best practice recommendations for the provision of Alternative Provision. In Sheffield these are secured by partnership working between the schools and Local Authority.

#### **2. Sheffield Alternative Provision Network**

The People Portfolio leads an extensive, established Alternative Provision provider network drawn from the private, public and voluntary and community sectors which has successfully engaged learners at Key Stage 4 in off-site vocational and employability related studies including substantial numbers of those at risk of becoming NEET post 16 since its inception in 2004.

The programme is entirely demand led and is completely funded by participating schools as a fee paying service.

The AP provider network is managed and quality assured on behalf of Sheffield schools by the Local Authority on whose behalf the Progression Team contract manage and quality assure a diverse range of provision from a network of suitably experienced and qualified providers. AP commissioned services in Sheffield are in place to:

- Ensure a sufficiency of provision is in place to allow schools to direct pupils off-site for education, to help improve their behaviour (Sheffield Alternative Provision Network).
- Provide suitable reengagement programmes for pupils demonstrating exclusion risk factors that despite the schools usual multi agency strategies are not showing improvement

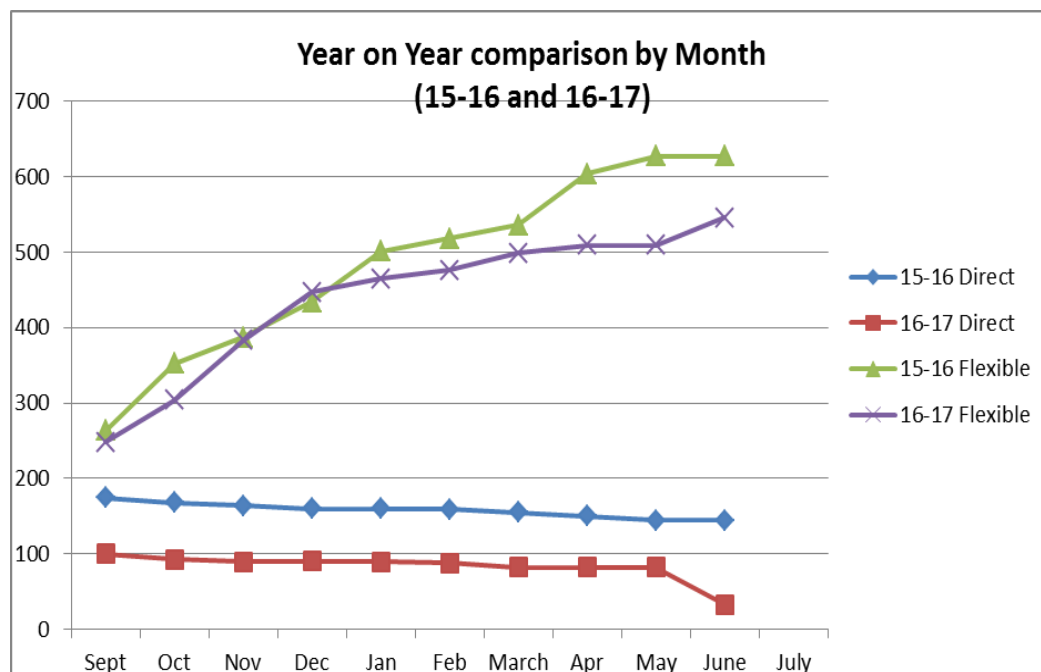
## 2.1 Demand

The provision delivered:

- 885 placements to Key Stage 4 pupils in 2016-17 which is a reduction from the previous year.
- 82 placements were of 3-4 days a week duration and a further 126 of a 2 day a week duration.

2015-16 saw the end of the previously large scale Vocational Skills Programme (direct) which provided vocational qualification to pupils in Key Stage 4 in areas including Engineering, Construction and Hairdressing & Beauty Therapy.

The number of Sheffield Secondary Schools referring pupils remains high with 25 mainstream and 4 Specialist schools referring in 2016-17 however the volume of referrals has continued to decrease. The Sheffield Inclusion Centre and Children Missing Education Service are currently the biggest user of the programme and it is therefore vital that any future service planning is completed in partnership.



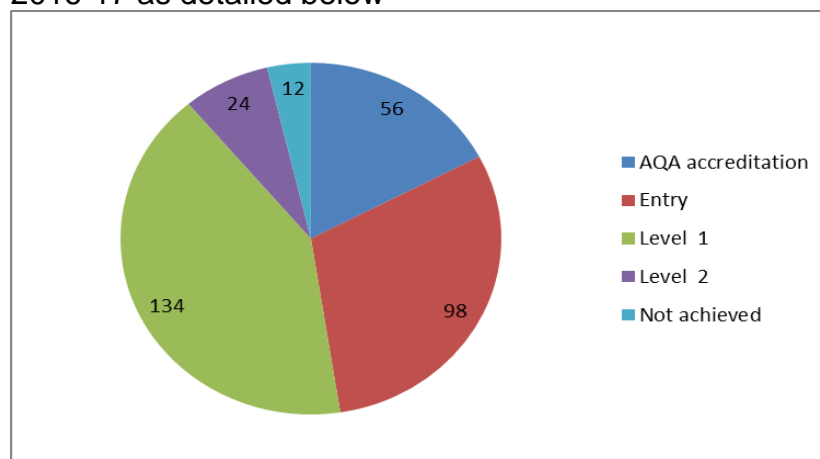
## 2.2 Provision Offer

Pupils attended placements at 24 different AP network locations. Details of the provision offered at each provider are given below:

Provision type	M	T	W	T	F	Course Type	Outdoors		Arts		Work skills				Core Curriculum		E=Embedded	PSD		
							Animal Care, Horticulture, Agriculture	Environmental Angling	Art and Design, Media Skills	Music	Performing Arts	Business/Enterprise	Catering	Construction, Engineering, Mechanics	Health and Social Care, Childcare	Hair and Beauty			Sports and Fitness	ESOL (speakers of other languages)
A Mind Apart		•	•	•	•	•	•	•	•	•							E	E		•
Blended Learning Project (previously NotSchool)	•	•	•	•	•	•			•								•	•		•
Boys and Girls Clubs South Yorks (previously CYP)	•	•	•	•	•	•						•		•		E	E	E		•
Doncaster GTA		•	•	•	•	•						•				E	E	E		•
Education Through Angling		•	•	•	•	•	•	•								E	E	E		•
Endeavour Training	•	•	•	•	•	•			•				•		•	•	E	•	•	•
Heeley City Farm	•	•	•	•	•	•	•	•			•	•				E	E	E		•
Heeley Development Trust (Recycle & SMP)	•	•	•	•	•	•			•			•				E	•	•		•
In2Change	•	•	•	•	•	•						•	•				E	E		•
Manor & Castle Development Trust (SignPost)	•	•	•	•	•	•												•		•
Musical Works		•	•	•	•	•			•	•							E	E		•
My Life Project	•	•	•	•	•	•			•	•						E	E	E		•
NACRO					•	•						•	•		•		E	E		•
Onboard skatepark	•	•	•	•	•	•			•			•	•		•	E	E	E		•
Sharks		•	•	•	•	•			•			•		•			•	E		•
Sheaf Training/CDC		•	•	•	•	•	•	•				•	•					E		•
SWFC	•	•	•	•	•	•								•		E	E	E		•
Syreeta's Hair and Makeup		•	•	•	•	•							•				E	E		•
Together Women	•	•	•	•	•	•											E	E		•
Whirlow Hall Farm	•	•	•	•	•	•	•	•								E	E	E		•
YASY	•	•	•	•	•	•						•		•		E	•	•		•

## 2.2 Outcomes

17 individual AP providers achieved 256 qualifications on the programme in 2016-17 as detailed below



Level 2 qualifications were achieved at 5 providers and included GCSEs and technical qualifications.

## 3. Quality Assurance

### 3.1 Quality of Teaching and Learning

Ofsted visited 22 Alternative Provision providers as part of the Sheffield Inclusion Centre inspection in June 2017. The report found that the quality of provision was not consistently good, indicating a slowing in progress for pupils at the Sheffield Inclusion centre who are the largest user of the provision. The report highlights the need to increase the effectiveness of the checks carried out on the quality of teaching and learning delivered within the provision and this is therefore a focus for the coming year.

### 3.2 Annual Provider Review

Contracts are in place with 18 individual organisations for the Alternative provision provider network as some providers operate on multiple sites. Annual provider review rates indicate a year on year improvement with 14 of the 18 receiving a Low risk banding.

## 4. Developments within the Network

In 2015 at the request of the Primary Inclusion Panel the 14-25 Progressions Team began an early intervention Alternative Provision pilot. These young people are exhibiting high risk factors for permanent exclusion and require a holistic education support approach which in some cases includes Alternative Provision. Intelligence gathered from the piloting of this work indicates some key successes in helping primary age young people make an early return to school/mainstream settings

In 2014-15 the 14-25 Progressions Team began testing the framework to commission places for high needs young people with SEND at post-16. These children present complex cases for education requiring bespoke packages in order for them to be able to access provision within Sheffield. This programme is proving successful and may be expanded to support programmes for other vulnerable groups such as children in care/care leavers, teenage parents or new arrival young people.

The Government proposal for the introduction of Technical Level qualifications starting from Key Stage 4 (as set out in the Post 16 Skills Plan) provides an opportunity to renew the Sheffield Vocational Skills Programme. This would be developed in consultation with post 16 organisations that are able to offer pathways to progression within the 15 sector route ways outlined by the Government.

#### **4.1 Recommissioning**

The current framework has been in existence for twelve years and whilst there are many positive elements of a largely stabilised group of providers the changing nature of the City and the new strands of Alternative Provision been sought mean we need to consider the market once more. Cabinet approval was granted in October 2017 and a commissioning strategy is now under development which will ensure the network provision develops in response to both current and future identified needs.

#### **5. What does this mean for the people of Sheffield?**

Alternative Provision programmes have a focus on supporting vulnerable young people through the transition phase between secondary education and post 16 learning.

Post-16 learning and training organisations benefit by building progression pathways to their provision from this offer. Employers benefit from having a potential workforce which is better prepared to enter the labour market.

The programme supports an extensive network of voluntary and community sector training organisations and over recent years has significantly developed the capacity of these organisations to deliver education and training.

#### **5.1 Next Steps**

The continuance and adaptation of the Alternative Provision Programme preserves an essential part of the city's offer to learners, providing an introduction to technical and employability skills and supporting the development of the skills needs for successful progression.

The results from the Secondary Inclusion Audit and work undertaken through the Primary Inclusion Panel highlight the continued importance schools place on having access to a range of provision to support them to differentiate their offer. The next stage of development of the network will be to look to maximise opportunities locally and nationally to ensure the network is well placed to support schools and services.

In addition to this the provision network needs to be reformulated to ensure it is able to provide the necessary pathways to support pupils to secure technical qualifications in line with the post 16 skills plan.

#### **6. Recommendation**

The Committee is asked to consider the information provided and the work underway to recommission the Sheffield Alternative Provision Network as part of both wider Inclusion approach to supporting children excluded and at risk of exclusion and transition to adulthood approach.





## Report to Children, Young People & Family Support Scrutiny & Policy Development Committee

Monday 13<sup>th</sup> November 2017

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**Report of:** Policy & Improvement Officer

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**Subject:** Work Programme 2017/ 18

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**Author of Report:** Deborah Fellowes, Policy and Improvement Officer  
[deborah.fellowes@sheffield.gov.uk](mailto:deborah.fellowes@sheffield.gov.uk)  
0114 273 5065

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The latest draft of the work programme is attached at Appendix 1.

The Work Programme aims to focus on a small number of issues in depth. It remains a live document throughout the year and is brought to each committee meeting.

**The Scrutiny Committee is being asked to:**

- Note the contents of the work programme and provide any comment / feedback

**Children, Young People & Family Support Scrutiny & Policy Development Committee  
Draft Work Programme 2017-18**

**Chair:** Cllr Mick Rooney

**Vice Chair:** Cllr Cliff Woodcraft

[Meeting Papers on SCC Website](#)

**Meeting day/ time:** Monday 10am – 1pm

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

Children, Young People & Family Support		Mondays 10am-1pm	
Topic	Reasons for selecting topic	Lead Officer/s	Agenda Item/ Briefing paper
<b>Monday 17th July 2017</b>			
<b>Monday 11th September 2017</b>			
<b>Monday 13th November 2017</b>			
Attainment 2016-17 – citywide attainment outcomes in schools & academies - headline results	The Committee will receive a report outlining headline attainment results. The Committee could then receive a more detailed report in January 2018 when validated data is available, this could include further analysis in terms of national data / comparators.	Jayne Ludlum, Executive Director of People Portfolio  Stephen Betts, Learn Sheffield, Chief Executive  Pam Smith, Head of Primary & Targeted Intervention  Kate Wilkinson, Service Manager - Performance & Analysis Service	Agenda Item

<p>Home education and alternative provision</p>	<p>Two papers to the Committee on Home Education and Alternative Provision. To be considered together, focusing on provision for vulnerable pupils.</p>	<p>Dawn Walton, Director - Commissioning, Inclusion &amp; Learning</p> <p>Emma Beal, Assistant Director, Lifelong Learning</p> <p>Alena Prentice, Assistant Director, Inclusion and Learning Service</p>	<p>Agenda Item</p>
<p>Page 6  <u>Briefing Paper</u>  Social Market Foundation - "Commission on Inequality in Education"</p>	<p>The Social Market Foundation published this report in July 2017. A briefing paper will be requested, to focus on 2 of the recommendations:</p> <ul style="list-style-type: none"> <li>- Schools in disadvantaged areas should have access to a fund for providing incentives to teachers that make housing more affordable. This should be run as a trial and the findings used to inform whether such schemes can be expanded in the future.</li> <li>- New benchmarks for independent schools to meet in order to retain their charitable status should include the provision of out-of-school activities to the children of parents who live locally (to focus on the academic contribution).</li> </ul>	<p>Briefing paper provided by Deborah Fellowes, Policy and Improvement Officer</p>	<p>Briefing Paper</p>

**Monday 11th December 2017**

<p>Sheffield Children's Safeguarding Board Annual Report</p>	<p>This report will provide an update on the work of the Safeguarding Board, including current priorities and any challenges.</p> <p><i>The Sheffield Children's Safeguarding Board Annual Report 2016/17 and Business Plan 2017/18 could be sent as background documents for the session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Carly Speechley, Director, Children and Families</p> <p>Victoria Horsefield, Assistant Director, Children and Families</p> <p>Other attendees tbd</p>	<p>Agenda Item</p>
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<p>Sheffield Sexual Exploitation Service Annual Report</p>	<p>This report will give an update on the work of the Sexual Exploitation Service and partner agencies working to address child sexual exploitation, including current priorities and any challenges.</p> <p><i>The Sheffield Sexual Exploitation Service Annual Report 2017-18 could be sent as a background document for the session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Victoria Horsefield, Assistant Director, Children and Families</p> <p>Janine Dalley, Senior Programme Manager for Targeted Service. Sheffield Futures</p> <p>Other attendees tbd</p>	<p>Agenda Item</p>
<p>Adoption Performance</p>	<p>A further report on adoption (following the report the Committee received at its meeting on 17th July 2017), to include performance data on the 6 stages of the adoption process and a flow chart outlining the stages of the process and expected timescales, as well as information on what action is being taken to recruit from harder to reach communities.</p>	<p>Joel Hanna, Assistant Director, Provider Services</p>	<p>Agenda Item</p>

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**Monday 15th January 2018**

<p>2016 Final Results: City Context and School Performance</p>	<p>To receive a further report on citywide attainment (following the report the committee receive in November 2017). This report will reflect validated data and can include further analysis in terms of national data / comparators.</p>	<p>Jayne Ludlam, Executive Director of People Portfolio</p> <p>Pam Smith, Head of Primary &amp; Targeted Intervention</p> <p>Kate Wilkinson, Service Manager - Performance &amp; Analysis Service</p> <p>Stephen Betts, Learn Sheffield, Interim Chief Executive</p>	<p>Agenda Item</p>
<p>Skills Development for 16-19's in Sheffield</p> <p>Page 66</p>	<p>tbc</p>	<p>tbc</p>	<p>Agenda Item</p>
<p><u>Briefing Paper</u> The future commissioning and delivery of young people's services - update report - tbc</p>	<p>An update on the next stage of the proposals.</p>	<p>Sam Martin, Assistant Director - Lifelong Learning and Skills</p>	<p>Briefing Paper</p>

**Monday 12th March 2018**

Sheffield Children's Safeguarding Board	<p>This report will provide an update on the work of the Safeguarding Board, including current priorities and any challenges. The report will reflect the views of the young people that the board will be engaging with to develop and shape its plans.</p> <p><i>The Sheffield Children's Safeguarding Board Annual Report 2015/16 and the Business Plan 2016/17 were sent to Committee members in October as background documents for the scrutiny session.</i></p>	<p>Jane Haywood, Chair of the Sheffield Safeguarding Children Board</p> <p>Dawn Walton, Acting Director, Children and Families</p> <p>Victoria Horsefield, Assistant Director, CYPF - Children and Families</p> <p>Other attendees tbd</p>	Agenda Item
Child Poverty Page 67	tbc	tbc	Agenda Item

Task Group			
<p>Task group, possibly linked to current development of a "Recruitment and Retention Strategy" in CSC.</p> <p>An initial meeting organised to brief the sub group and to identify an area to focus on (policy development angle).</p>	<p><u>Membership</u>            Cllr Mick Rooney            Waheeda Din            Cllr Bob Pullin            Cllr Jim Steinke            Cllr Mohammad Maroof            Cllr Cliff Woodcraft</p>		



## Selecting Scrutiny topics

This tool is designed to assist the Scrutiny Committees focus on the topics most appropriate for their scrutiny.

- **P**ublic Interest  
The concerns of local people should influence the issues chosen for scrutiny;
- **A**bility to Change / Impact  
Priority should be given to issues that the Committee can realistically have an impact on, and that will influence decision makers;
- **P**erformance  
Priority should be given to the areas in which the Council, and other organisations (public or private) are not performing well;
- **E**xtent  
Priority should be given to issues that are relevant to all or large parts of the city (geographical or communities of interest);
- **R**eplication / other approaches  
Work programmes must take account of what else is happening (or has happened) in the areas being considered to avoid duplication or wasted effort. Alternatively, could another body, agency, or approach (e.g. briefing paper) more appropriately deal with the topic

### Other influencing factors

- **Cross-party** - There is the potential to reach cross-party agreement on a report and recommendations.
- **Resources**. Members with the Policy & Improvement Officer can complete the work needed in a reasonable time to achieve the required outcome

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## Report to CYP&FS Scrutiny & Policy Development Committee 13<sup>th</sup> November 2017

**Report of:** Policy and Improvement Officer

**Subject:** Social Market Foundation “Commission on Inequality in Education”

**Author of Report:** Deborah Fellowes, Policy and Improvement Officer  
[deborah.fellowes@sheffield.gov.uk](mailto:deborah.fellowes@sheffield.gov.uk)

### Summary:

The Committee requested a briefing paper on this publication at its meeting on the 11<sup>th</sup> September 2017, with a remit to focus specifically on recommendations 1 and 6 in section 3 of this paper. For completeness, this briefing has covered all of the recommendations and it therefore provides a summary of the full publication, providing a brief analysis of the process it went through to gather this evidence.

**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	
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:

The Committee is asked to note the information provided and provide views and comment.

### Background Papers:

- The Social Market Foundation “Commission on Inequality in Education” July 2017
- The Social Mobility Commission “Time for Change: An Assessment of Government Policies on Social Mobility” June 2017.

**Category of Report:** OPEN

## **The Commission on Inequality in Education**

### **1. Background**

The Social Market Foundation's main activity is to commission and publish original papers by independent academic and other experts on key topics in the economic and social fields, with a view to stimulating public discussion on the performance of markets and the social framework within which they operate.

The commission was convened in January 2016 by Nick Clegg. The other members are Rebecca Allen of Education Datalab, Suella Fernandes MP, Sam Freedman of Teach First and Stephen Kinnock MP. To produce this report, the commission reviewed the evidence on inequality in education, produced new analysis of issues where further focus was needed and consulted with stakeholders across the education system.

The Commission reported that:

“Rather than reviewing the configuration or funding of the education system, the commission has focused on the role of teachers and families. We find compelling evidence of the impact they can have on outcomes; and the differences across local areas and socio-economic circumstances both in access to teachers and the engagement of families are stark.”

### **2. The key findings of the report**

- The performance gap between the richest and the poorest has remained persistently large between the mid-1980s and the mid-2000s, with no significant improvement.
- GCSE performance at age 16 across England reveals marked disparities between regions, with over 60% of pupils in London achieving 5 good GCSEs (including English and Maths) compared to 55% in the West and East Midlands.
- Comparing the performance of 11-year olds born in 2000 with those born in 1970 reveals that the geographic area a child comes from has become a more powerful predictive factor for those born in 2000 compared to 1970.
- While Asian students born in 1970 performed poorly, Chinese, Indian and Bangladeshi-heritage children born in 1999/2000 were the best performers. White students have fallen from outperformers to under-performers on average.
- At age 11, Yorkshire & Humberside and the West Midlands have disproportionately high numbers of low-scoring pupils. By contrast, the North West and London have disproportionately high numbers of high-scoring pupils.

- The Chinese, Indian, Black African and Other Asian groups have disproportionately high numbers of high scoring pupils. The Pakistani, Bangladeshi, Black Caribbean and other Black groups have disproportionately high numbers of low scoring pupils.
- Schools with more affluent children have 12% of teachers with more than ten years of experience while the poorest have just 7%.
- Pupils in schools serving areas of higher deprivation are much more likely to have teachers without an academic degree in a relevant subject.
- A secondary school teacher in the highest deprivation quintile school is, other things being equal, 70% more likely to leave than one at neighbouring school in the lower deprivation quintile
- In verbal reasoning tests for 11-year-olds, the median score for children with someone attending parents' evening is 3 points higher than for those without.
- On average, not reading to a child at age 5 decreases their age 11 test score by 1.5 points.
- Children that had someone at home making sure their homework was completed before undertaking other activities (such as watching TV) had scores that were 1.93 points higher than those that did not.
- Those who have a regular bedtime have a score 1.13 points higher than those that do not.

### **3. The recommendations made by the Commission**

1. Schools in disadvantaged areas should have access to a fund for providing incentives to teachers that make housing more affordable. This should be run as a trial and the findings used to inform whether such schemes can be expanded in the future.
2. It should become a condition of gaining the headship qualification that a teacher has been in middle leadership in a school in a disadvantaged area. This would encourage experienced and aspiring teachers and school leaders to spend time in disadvantaged schools.
3. The Government should compel schools to publish data on training provision and turnover rates for early-career teachers in different schools and across multi-academy trusts. This should be produced in a standardised form so as to promote comparability and shine a light on retention and development problems.
4. The Government should plan and launch a programme of after-school "family literacy" classes in primary schools with above-average proportions of children eligible for Free School Meals. Funding for these classes should be ring-fenced within the Skills Funding Agency budget.

5. Schools should take a new approach to contracts between teachers and parents, which should be signed by both parties as equals who both have responsibilities. Teachers should commit to setting high quality homework that demonstrably improves the child's educational development and to supporting parents in helping their children; parents should commit to ensuring that this homework is completed and given due care, and to having regular contact with the school to discuss progress. Contracts should be signed in the early weeks of first attending school and renewed annually with each year's teachers as the child progresses through the school.
6. New benchmarks for independent schools to meet in order to retain their charitable status should include their provision of out-of-school activities to the children of parents who live locally. In addition, independent schools that are registered as charities should publish information on the value of any support ('public benefit') they provide to the local community, whether this takes the form of teaching support, making sports facilities available or running extracurricular activities for children from the state-maintained sector in the local area. This should be published alongside an estimate of the monetary value of the tax reliefs that the school enjoys due to charitable status.

#### **4. Analysis**

The evidence supporting these recommendations is presented in full detail in the report. As they outline, they focus on the analysis of statistical data that isn't usually done therefore resulting in findings that shed new light on a well known issue – that children from poorer backgrounds perform less well in education terms.

Their analysis of the relationship between income and the ability of children shows that a disproportionately high number – 14% of high scoring pupils - come from the richest 10% of households. Meanwhile 17% of low scoring pupils come from the poorest 10% of families.

The report also presents findings on the relationship between ethnic background and education, demonstrating that several ethnic minorities out-perform the average, but many lag behind.

Their analysis suggests that being in the top income decile rather than the bottom income decile increases a child's expected score by about 0.9 – for example, it takes the expected score from being average to being high ability. This is after taking into account other effects such as region and ethnicity. Doubling family income adds around 0.3 to the expected score. In other words, parental income was the most significant predictor of the results for children born in 2000: having relatively high-paid parents is the biggest boost to results.

For this reason the Commission identifies the following:

“The scale of the inequalities identified above and their persistence over time are the motivation for the commission's work. The two factors to which we give the highest importance are family income and place. Family income has

retained a large role in a child's prospects, with little evidence of that role diminishing over time. The region in which a child grows up has appears to have grown over time. These two features of inequality interact. Differences in income in our country have a very strong regional and local dimension."

The Commission explains their decision to prioritise the role of teachers for two reasons:

- high quality teaching matters
- the distribution of teachers across the country may help to understand why young people living in poorer areas are doing less well in education than others.

The Commission explains this as follows:

"Rather than assuming that young people with these backgrounds have lower aspirations or lower ability, or that they need special help or a different curriculum to help them, we test the hypothesis that it is inequality in their access to teachers which leads to the inequality in their attainment. Fix that, and we will create a better future for them."

Their analysis demonstrates that schools serving lower income communities are more likely to have teachers that do not have a formal teaching qualification; if their teachers are qualified then their qualifications are new; their teachers have less experience of teaching; are more likely to be without a degree in the subject they are teaching; and teacher turnover is higher too.

Finally the Commission turns its attention to the issue of parental engagement, determining that it has the greatest impact when it occurs early. Their analysis shows that indicators of parental engagement e.g. attending parents' evenings, are positively correlated with higher verbal reasoning scores at age 11.

## **5. Social Mobility**

The Social Mobility Commission also published a report in June 2017 which provided an assessment of policies on Social Mobility between 1997 and 2017. This was the focus of the South Yorkshire Futures Launch event which picked out 10 graphs to illustrate these points. The cross over between these issues and the findings of the Social Market Foundation publication is striking, with five of these graphs/findings delivering the same messages:

- 5.1 Child development equality has flatlined
- 5.2 If your parents are not highly educated, you receive less child development time
- 5.3 There is still a big gap between rich and poor children at school
- 5.5 Good school leadership is linked to location and deprivation

## **6. Recommendation**

The Committee is asked to note the information provided. It should be noted that the work of the commissions are targeted predominantly at national policy level. There is no programme of work being undertaken locally to tackle this specifically, nevertheless there are indicators that the analysis is feeding into the work of professionals locally, for example the work by the South Yorkshire Futures Project.