

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

Meeting held 20 February 2017

PRESENT: Councillors Ian Saunders (Chair), Steve Ayris (Deputy Chair), Andy Bainbridge, Olivia Blake, Terry Fox, Kieran Harpham, Karen McGowan, Mohammad Maroof, Abtisam Mohamed, Josie Paszek, Colin Ross, Alison Teal and Cliff Woodcraft

Non-Council Members in attendance:-

Gillian Foster, (Diocese Representative - Non-Council Voting Member)
Alison Warner, (School Governor Representative - Non-Council Non-Voting Member)

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1. APOLOGIES FOR ABSENCE

1.1 Apologies for absence were received from Councillors John Booker and Craig Gamble Pugh and Waheeda Din, Peter Naldrett and Joanna Heery (Parent Governor Representatives - Non-Council Voting Members) and Alice Riddell (Healthwatch Sheffield Observer).

2. EXCLUSION OF PUBLIC AND PRESS

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

3. DECLARATIONS OF INTEREST

3.1 There were no declarations of interest.

4. MINUTES OF PREVIOUS MEETING

4.1 The minutes of the meeting of the Committee held on 19th December 2016, were approved as a correct record, subject to the inclusion of the name "Gillian Foster (Diocese Representative – Non-Council Voting Member)" in the list of attendees.

4.2 Arising from consideration of the minutes, it was noted that, in relation to paragraph 6.10(c), the Chair (Councillor Ian Saunders) had written to Stephen Betts (Chief Executive, Learn Sheffield) requesting that all schools in the City be contacted with a view to encouraging them to engage with Sheffield's Emotional Wellbeing and Mental Health Transformation Programme and to nominate someone from their Senior Leadership Team to act as a lead for emotional wellbeing and mental health in each school. A response had been received from Stephen Betts, who had suggested a meeting with the Chair and Jayne Ludlam (Executive Director, Children, Young People and Families). This meeting will take

place towards the end of March 2017.

5. PUBLIC QUESTIONS AND PETITIONS

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

6. 2016 FINAL RESULTS - CITY CONTEXT AND SCHOOL PERFORMANCE

6.1 Pam Smith (Head of Primary and Targeted Intervention) gave a presentation, a copy of which had been circulated with the meeting papers, which provided details regarding 2016 attainment and performance outcomes from Foundation Stage to A-level in Sheffield's schools and academies. It included comparisons to national performance and to other local authorities, and a specific focus on Special Educational Needs (SEN), Black and Minority Ethnic (BME) pupils and pupils who had English as Another Language (EAL), together with Pupil Premium and Disadvantaged Pupils. Information was also provided on locality comparison data and schools which were below floor standards.

6.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families), Jayne Ludlam (Executive Director, Children, Young People and Families), Pam Smith (Head of Primary and Targeted Intervention) and Kate Wilkinson (Service Manager - Performance and Analysis Service).

6.3 Pam Smith took the Committee through the presentation in sections relating to Foundation Stage, Key Stage 1, Key Stage 2 and Key Stage 4. After each of these sections, Members made various comments and asked questions, to which responses were provided as follows:-

6.3.1 Foundation Stage

- Partnership working, the sharing of best practice, having an effective Early Years Team and work on research projects had resulted in a positive impact on this stage. The Council recognised the importance of early help in intervention and prevention as a significant influence on achievement and attachment.
- Deprivation rankings were established using the Index of Multiple Deprivation and child poverty rankings.
- Officers were constantly looking at 0-24 months development and wanted to bring in more support.
- In terms of development rankings, stresses were being caused by the large influence of newly arrived children, who didn't speak English, and younger children, who were new to education, over a short time period. It should be noted that the inequality gap had improved, as in 2013 Sheffield had been one of the worst ten in the national rankings and was now 78th, and this was making a real difference to vulnerable children.

- There was now better partnership working on teacher recruitment and officers were looking at how to attract and retain teachers. With the involvement of schools and training on the job, it was expected that there would be further improvement in this regard. Teacher recruitment was a national issue and Learn Sheffield was looking at how teacher development could be supported.
- There would still be challenges due to the loss of SureStart and it was important to keep up the partnership with schools.

6.3.2 Key Stage 1

- There would be a breakdown of schools which were significantly closing the gap with national rankings and case studies had been shared at a conference.
- In relation to attainment in Locality C (Arbourthorne, Manor and Darnall), a project had been undertaken with Sheffield Hallam University, which had highlighted the transition from primary to secondary as a key area and had led to action such as the introduction of homework support and breakfast clubs. It was important to pool resources and expertise in this regard.
- Statistics showed that good progress was being made in Locality C, but it should be borne in mind that this was from a low starting point. Good progress was also being made in Locality B (Shiregreen and Brightside) and this was why resources were being put into Early Years, with the progress in Locality C being indicative of the work being done. Some of the best progress was being made in disadvantaged localities and this was in a time of financial stringency.
- Learn Sheffield was an improvement vehicle which worked towards making all schools great schools, but this would not happen overnight and support was required.
- Kate Wilkinson and her team undertook analysis on particular ethnic groups to identify whether any particular support was required. Statistics had shown that Pakistani girls were making good progress at Key Stage 2 and a consultant team on new arrivals had recommended that pupils be allowed to use their own language and then subsequently link this with English. Schools did not differentiate between pupils with a Kashmiri background and a Bangladeshi background, but this could be explored if it was found that cultural differences were having an effect. It had been shown that BME pupils were achieving well at Key Stage 2 level and it was hoped that similar improvements would be made by white working class boys.

6.3.3 Key Stage 2

- The four schools which were below floor standards were not in one locality and were all being supported by other local schools.

- The downward trend in reading at Key Stages 1 and 2 was a reflection of the new expected standard being higher than the expected standard under the previous assessment framework. The tests for higher order reading and comprehension, which included summarising documents and their meaning, required a high level of reading comprehension and there was a strong focus on this in Locality B (Shiregreen and Brightside). Officers were waiting to see if these results were repeated in this year's SATs tests, with reading and comprehension being one of the key strategies in the localities at Key Stage 2. The higher order reading and comprehension tests were difficult and specific, with five teachers actually failing them.

6.3.4 Key Stage 4

- The University Technical College (UTC) figures were included in the statistics for Key Stages 3 and 4, and it should be recognised that not all children wanted to follow the academic route. Members should also be aware that the Central UTC had received a good report from its latest OfSTED inspection.
- The improvements at this stage could not have been achieved without successful partnership working, with all schools wanting to work together to achieve the best for their pupils. One of the successes in this regard had been the effect of Early Years work, which had occurred despite the financial restraints. It should be noted that much had been achieved in difficult circumstances.
- Any school which was below the floor standard would be looked at by the Department for Education and the Regional Schools Commissioner. In addition, officers had regular meetings with representatives of the Department for Education and OfSTED to discuss any concerns about schools.

6.4 RESOLVED: That the Committee:-

- (a) thanks Councillor Jackie Drayton, Jayne Ludlam, Pam Smith and Kate Wilkinson for their contribution to the meeting;
- (b) notes the contents of the presentation and the responses to questions;
- (c) congratulates staff and students across the Authority for the improvements in school attainment; and
- (d) requests that a representative from Learn Sheffield attends a future meeting of the Committee, to provide a comprehensive update on its involvement in school improvement in Sheffield.

7. **DEVELOPING SERVICES FOR CHILDREN, YOUNG PEOPLE AND FAMILIES - REVIEWING OUR MODEL FOR CHILDREN'S CENTRE AREAS**

7.1 The Committee received a report of the Acting Director, Children, Young People

and Families Service, which provided an update regarding proposals to develop Children's Centres into Family Centres, which would provide services for families and children from pre-birth to 19 years old (or 0-25 if the young person had a disability). These proposals had been consulted on between 1st November 2016 and 31st January 2017, and the report also provided an update on the outcomes of the consultation process and next steps. The report was supported by a presentation, given by Nicola Shearstone (Acting Assistant Director for Prevention and Early Intervention), which gave details of the consultation process and its outcomes.

7.2 In attendance for this item were Councillor Jackie Drayton (Cabinet Member for Children, Young People and Families), Jayne Ludlam (Executive Director, Children, Young People and Families), Nicola Shearstone (Acting Assistant Director for Prevention and Early Intervention) and Jackie Robinson (Service Manager to West MAST (Multi Agency Support Team)).

7.3 Members made various comments and asked a number of questions, to which responses were provided as follows:-

- In terms of the sufficiency of services, the focus must also be on meeting the needs of the community.
- There had to be a designated address in each area and consideration was being given to linked sites being in the areas of most deprivation. This meant that, despite the reduction in the number of centres from 16 to seven, no building would be closed.
- The consultation had been promoted in local newsletters such as the Burngreave Messenger and there had been 24 formal meetings, some of which had not been well attended, so officers had gone to places where services were being used as part of the process.
- The Angram Bank facility would not be closing. It was presently providing health services and would continue even if used as a link centre. It was recognised that the Angram Bank School was a little further away from where the children and families lived, so consideration was being given to the operation of a further linked centre if appropriate.
- The Family Centres would be run by the Council, which had statutory responsibility.
- Statistics showed that, currently, 72% of families with children under five in the City were being reached by the service.
- The Council did not provide all services associated with the existing centres, as some were provided by MAST and the NHS. Pilots were also being undertaken on early years' health intervention and prevention and work was also being undertaken on young people's emotional health. A number of these services would be provided by partners, so it wouldn't necessarily

involve more people. It should be noted though that all proposals were yet to be agreed.

- The Building Successful Families Programme had revealed that post-5 intervention was required.
- Taking services into the localities would enable them to be provided to more families.
- The services in question were all presently being provided, but these proposals asked the providers to go into the localities rather than be situated in one place. It was about working with families and co-ordinating services and the intention was to broaden this provision up to the age of 19.
- It was recognised that the behaviour of older children in the family could affect the behaviour of younger children, so early intervention could have a wider effect than just on the elder child and thus avoid repeated service provision.
- In terms of governance, all partners would discuss what was happening in any particular locality.
- It would be possible to produce a schedule of designated locations and services provided in each Councillor's area, although it should be borne in mind that these areas did not necessarily tie in with Ward boundaries.
- It may be that one professional could be skilled up to provide a number of services to one family, thus avoiding duplication. In taking services into the localities, there was also a saving in terms of transport and time.
- The availability of emotional health and wellbeing services was being increased.
- The plan was to increase the number of buildings available to provide services and to replicate the Building Successful Families model.
- It would be necessary to convince the NHS and Department of Health that a new way of working was necessary in relation to areas of work such as emotional health and wellbeing. There was also an opportunity for members of the public to improve their own skills and contribute, whilst still recognising the need for experts who may need to be drawn in.

7.4 RESOLVED: That the Committee:-

- (a) thanks Councillor Jackie Drayton, Jayne Ludlam, Nicola Shearstone and Jackie Robinson for their contribution to the meeting;
- (b) notes the contents of the report and presentation and the responses to questions;

- (c) notes the Council's continued commitment to every child getting a 'best start in life' and the importance of Early Years services;
- (d) notes the feedback in the report in relation to the consultation on the proposal to re-design Children's Centre areas in Sheffield;
- (e) supports the proposals for the re-design of Children's Centre areas in Sheffield outlined in the report;
- (f) notes that a further report will be considered by Cabinet in March 2017, which will outline the results of the consultation and recommend next steps based on that; and
- (g) requests that details of the number of families accessing the existing Children's Centres services and how many of these had taken part in this consultation exercise, be sent to the Policy and Improvement Officer for circulation to Committee Members.

8. WORK PROGRAMME 2016/17

8.1 The Committee received a report of the Policy and Improvement Officer which set out the Committee's Work Programme for 2016/17.

8.2 RESOLVED: That the Committee:-

- (a) notes the Work Programme 2016/17 as set out in the report; and
- (b) requests that an item on Special Education Needs and Disability (SEND) and Co-Production be added to the Work Programme for consideration during the next Municipal Year.

9. DATE OF NEXT MEETING

9.1 It was noted that the next meeting of the Committee would be held on Monday, 3rd April 2017, at 1.00 pm, in the Town Hall.

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