



Children Sub-Committee

Date: Wednesday, 23 September 2015

Time: 6.00 pm

Venue: Committee Room 1 - Wallasey Town Hall

Contact Officer: Anne Beauchamp

Tel: 0151 691 8608

e-mail: annebeauchamp@wirral.gov.uk

Website: <http://www.wirral.gov.uk>

AGENDA

1. MEMBERS' CODE OF CONDUCT - DECLARATION OF INTERESTS

Members are asked to consider whether they have any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on this agenda, if so, to declare them and state the nature of the interest.

2. APPOINTMENT OF CHAIR

The Sub-Committee is invited to appoint a Chair for the ensuing municipal year.

3. APPOINTMENT OF VICE CHAIR

The Sub-Committee is invited to appoint a Vice-Chair for the ensuing municipal year.

4. MINUTES OF THE ATTAINMENT SUB-COMMITTEE (Pages 1 - 6)

To approve the accuracy of the minutes of the Attainment Sub-Committee held on 4 March 2015.

5. TERMS OF REFERENCE (Pages 7 - 8)

The terms of reference for the new Children Sub-Committee were agreed by the Families and Wellbeing Policy and Performance Committee on 30 June 2015. The terms of reference are attached for information.

- 6. EARLY YEARS AND CHILDREN'S CENTRES (Pages 9 - 16)**
- 7. SPECIALIST SERVICES REDESIGN (Pages 17 - 22)**
- 8. SCHOOL STANDARDS REPORT, INCLUDING IMPACT ON 'NARROWING THE GAP' - OFFICER REPORT (Pages 23 - 34)**

Presentation.
- 9. WORK PROGRAMME FOR FUTURE MEETINGS (Pages 35 - 36)**
- 10. ANY OTHER URGENT BUSINESS ACCEPTED BY THE CHAIR**

ATTAINMENT SUB-COMMITTEE

Wednesday, 4 March 2015

Present: Councillor M McLaughlin (Chair)

Councillors T Norbury P Hayes
P Brightmore A Brighthouse
W Smith H Shoebridge

Apologies: Councillor W Clements

In attendance: H Shoebridge Parent Governor Representative

38 WELCOME AND APOLOGIES

The Chair welcomed all present to the meeting of the Attainment Sub Committee and noted apologies.

39 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST

Members of the Sub-Committee were asked to consider whether they had any disclosable pecuniary interests and/or any other relevant interest in connection with any item(s) on the agenda and if so, to declare them and state the nature of the interest.

Councillor P Hayes declared a non pecuniary interest by virtue of being a Governor at St Mary's Catholic College.

40 MINUTES

Resolved – That the accuracy of the Minutes of the Attainment Sub Committee held on 10 December 2014 be approved as a correct record.

41 OFSTED ASSESSMENT OF SCHOOLS IN WIRRAL (INCLUDING SCHOOLS IN SPECIAL CATEGORIES)

Sue Talbot, Senior Manager, School Improvement, Targeted Services, Children & Young People's Department gave an overview of Ofsted inspections from 1 September 2014 to 1 March 2015 and responded to Members' questions. It was reported that 0 schools were in an Ofsted category, 7 secondary schools required improvement (3 academies, 4 maintained) and 13 primary schools required improvement. 86% of primary schools were currently reported as good or better; 68% of secondary schools were currently good or better; and 100% of special schools / alternative provision were good or better. There had been 19 inspections in this period; 2

schools had been downgraded (2 primary schools – good to requires improvement), 13 had stayed the same grade (10 good; 3 requires improvement) and 4 schools had been upgraded (2 primary schools, 1 secondary school, 1 special school). Sue Talbot reported that Wirral Hospital School is now rated as an outstanding school. The outcome for Bedford Drive Primary School (requires improvement) was being challenged as it was thought to not be an accurate judgment.

It was reported that, as of September 2015 onwards, schools rated as outstanding would be exempt from further routine inspection providing there are no concerns about performance. It was noted that, as safeguarding was currently monitored alongside educational outcomes, safeguarding would no longer be routinely inspected in those schools previously rated as outstanding. Some schools in Wirral, rated as outstanding, had already not been inspected for eight years. It was noted that the Department of Education could monitor school websites and order a No Notice Inspection, therefore, the school website had to be statutorily satisfactory.

Members discussed a number of issues which included:

- The proposed process for assessment without levels was recognised as a school issue; not a Local Authority issue.
- There was a mixed picture among schools regarding their performance towards narrowing the gap.
- When setting Local Authority targets (for the numbers of schools rated as good or outstanding) the target had to be aspirational. However, the targets would be difficult to achieve due to the changes to GCSEs which were being implemented very quickly.
- It was noted that the level of collaborative working both between schools and with the Local Authority was good, however, the Local Authority would use statutory powers if necessary to intervene. The role of the Local Authority was to steward the whole system.
- A school could undertake a pupil premium review, which would review the school's strategy for spending pupil premium. The review would be undertaken by national leaders in education (such as head teachers).

Resolved – That;

- 1. Sue Talbot be thanked for the presentation;**
- 2. the report be noted.**

42 OVERVIEW OF POTENTIAL INTERVENTIONS REGARDING CLOSING THE GAP

Dave Hollomby, School Improvement Officer, Children & Young People's Department provided members with a presentation regarding interventions to close the gap.

Using 2012 data, at Key Stage 2, for every two non-free school meal children who attained Level 4b or above in reading and maths and Level 4+ in writing there was one non-free school meal child who did not. The corresponding figure for free school meal children was for every two who did achieve the levels, three did not.

At the end of Key Stage 4, for every two non-free school meal children who attained at 5+ A*-C GCSEs (including English and maths) there was still just one non-free school meal child who did not. The corresponding figure for free school meal children was for every two who did achieve the levels, five did not. Therefore, the failure rate of free school meal pupils had increased.

At A level, for every two non-free school meal children who attained at 3+ A*-A grades there were 28 non-free school meal child who did not. The corresponding figure for free school meal children was for every two who did achieve the levels, 560 did not. It was virtually unheard of for free school meal students to achieve the grades necessary to compete for the most selective universities and professions.

It was reported that there was an attainment gap at every stage in the education system which got wider, not narrower, as children progressed through their schooling. Wirral's gap at age 16 remained a particular concern, standing at the fourth widest in England in 2014. Academic research showed that the following interventions had the biggest impact on narrowing the gap:

- One-to-one and small group tutoring (ideally by teachers)
- Peer-tutoring
- Quality feedback to students by teachers. Durham University had recently published research to demonstrate this.

However, there was also some indication that target-setting for children may also have an impact on attainment levels. All schools and teachers believed they had high expectations of children although it was almost universal to set lower targets for children who did less well at primary school. As disadvantaged children tended to do less well at primary, there was therefore a gap in targets for disadvantaged children. If disadvantaged children had lower targets (on average) than other children then they were less likely to be identified as underachieving against these targets than if they had higher targets. As a result, the disadvantaged children may not be receiving the level of intervention expected.

In Wirral, the RADY project (Raising the Attainment of Disadvantaged Youngsters) had been established as a pilot project to check this theory. Three secondary schools joined the pilot and agreed to set targets for Year 7 disadvantaged children that were, on average, equal to those that were set for other children. Initial results from the pilot were promising. However, the pilot is small and further evidence was required. Discussions were being held with Fischer Family Trust (FFT) and other Local Authorities to widen the pilot.

It was suggested that the future work programme for the Sub-Committee could include visits to those schools with the widest gap in attainment as well as schools which had been more successful in narrowing the gap between students from disadvantaged backgrounds and others.

Resolved – That;

- 1. Dave Hollomby be thanked for the presentation;**
- 2. the report be noted;**
- 3. visits to those schools with the widest gap in attainment as well as schools which had been more successful in narrowing the gap between students from disadvantaged backgrounds and others be considered for inclusion on the work programme for the new municipal year.**

43 PROVISION TO SUPPORT BEHAVIOURAL ISSUES

Phil Ward, Interim Senior Manager, Special Educational Needs, Children & Young People's Department, Specialist Services, presented a verbal report on the provision to support behavioural issues.

Mr Ward advised Members that upon recent consultations which had now been completed with schools and partners, further discussions now needed to be entered into with Pupil Referral Units in respect of places and how pupils are admitted to school with the Academy and Fair Access Protocol. He informed Members that a strategic group had been established with Local Authority officers and secondary headteachers that would be looking at the detail of the outcome of the consultation. He advised that alternative provision must comply with Ofsted and work was continuing with the PRU Academy as a provider for education for permanently excluded pupils and to become a commissioner for alternative provision for Year 10 and 11 pupils and youngsters who had difficulty in accessing the school curriculum. Mr Ward advised that he would bring a further report to a future meeting of the Sub-Committee.

Mr Ward informed Members that the Local Authority was responsible for partnership working with schools. He referred to the new education, health and care plans and the emphasis being around emotional and mental health wellbeing and how schools could be supported to promote good behaviour. It was reported that key officers and directors were looking at a new 0-25 service and how to support special educational needs and those who present behavioural difficulties in schools.

In response to Members requests, the Chair suggested that the verbal presentation could be followed up by a written briefing note.

Resolved – That;

- 1 Phil Ward be thanked for his presentation;**
- 2 a written briefing note be circulated outlining the details of the verbal presentation.**

44 WORK PROGRAMME FOR FUTURE MEETINGS

The Chair thanked everyone for their hard work and support during the year and noted the suggestions of the Director of Children's Services in respect of arranging visits to schools with the widest gap in attainment as well as schools which had been more successful in narrowing the gap between students from disadvantaged backgrounds and others to be added to the work programme for the forthcoming municipal year.

This page is intentionally left blank

CHILDREN SUB-COMMITTEE

OBJECTIVES

The objectives of the Children Sub-Committee are to support the Council and its partners in ensuring:

- Children are ready for school;
- Young people are ready for work and adulthood
- Children and young people feel safe and are safe
- Vulnerable children thrive and reach their full potential
- Children and young people's views and voices are evidenced in and integral to all of the above objectives.

TERMS OF REFERENCE

The Children Sub-Committee will provide oversight, support and challenge to the activities of Wirral Council and its partners in relation to the following areas:

- Children's attainment in school, focusing in particular on the attainment of the most vulnerable children, evidenced by the gap in attainment narrowing;
- The quality and performance of educational provision overall in Wirral, as judged by Ofsted;
- The quality and effectiveness of pre-birth to five year old support and provision for children and parents, leading to children having the best start in life, evidenced by their readiness for school;
- The quality and effectiveness of specialist children social care and partner provision to support the most vulnerable children, leading to children being safe and achieving their full potential;
- Targeted early help effectively supports more children to thrive and live safely in their families and communities
- Monitoring Local Authority performance against its statutory duties

PROPOSED WORKING PRACTICES OF THE CHILDREN SUB-COMMITTEE

Sub Committee meetings	
Chair	The Chair and Vice-Chair will be appointed at the first meeting of the Sub-Committee in the municipal year
Membership	The membership of the Sub-Committee will be politically proportional. (On the current political balance, this translates into 4 Labour; 2 Conservative; 1 Liberal Democrat). In addition, the 4 statutory education co-optees will be members of the Sub-Committee.
Deputies	A maximum of 8 Elected Members per political group may be nominated to sit on the Sub-Committee as Deputies. The appointment of Deputies shall take effect upon the Group Leaders of each political group notifying the Head of Legal & Member Services of their deputy nominations.
Frequency	To meet a minimum of three times per year.
Work programme	The Sub-Committee will identify a work programme for the year, to include: <ul style="list-style-type: none"> • Task & Finish Groups • Standing Items • Specific Officer reports / presentations
Reporting Requirements	The minutes of the Sub-Committee meetings will be reported to the next available Policy & Performance Committee.
Communication & Transparency	Meetings will be held in public with agendas being published prior to the meeting and formal minutes being produced. Therefore, support from Committee services will be required

WIRRAL COUNCIL

Children's Sub Committee

23rd September, 2015

SUBJECT:	Early Years and Children's Centres
WARD/S AFFECTED:	All Wards
REPORT OF:	Director of Children's Services
RESPONSIBLE PORTFOLIO HOLDER:	Councillor Tony Smith
KEY DECISION?	No

1.0 EXECUTIVE SUMMARY

- 1.1 The Early Years and Children's Centre Review which outlined a new delivery model was agreed by Cabinet on the 27th July 2015.
- 1.2 The new delivery model is supported by an outcomes framework to ensure that Wirral's youngest children have the *best possible start in life*, which will be evidenced through their readiness for school and improvements in the numbers of children achieving a Good Level of Development in the Early Years Foundation Stage.
- 1.3 The current position for the service is moving into an implementation process, where steps will be taken to make the necessary workforce changes, redefine the use of assets and put into place key service development requirements with partners.
- 1.4 A corporate project group established to oversee this work continues to meet regularly. The group has representation from: Business Transformation, Legal Services, Human Resources, Marketing, Finance, Early Years and Asset Management along with Senior Officer support from the Children and Young People's Department and is chaired by the Director of Children's Services. This group is continuing to have project oversight of the implementation programme.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 The report presented to Cabinet in July 2015 regarding the delivery of early years and children's centre services was developed following extensive consultation with members of the public and wider partners. Following full consideration of the consultation feedback and responding to the current financial context for the service, a revised delivery model for the Councils early year's services was set out.

- 2.2 The model agreed was a weighted funded model which takes account of levels of deprivation and need across pre-determined reach footprints within constituency areas. Whilst the funding is reduced, the revised funding model will bring clearer parity to resource allocation.
- 2.3 The report highlighted the need for a flexible and well trained workforce, enhanced partnerships and recommended that services are commissioned and delivered through a range of different disciplines, including the voluntary, community and faith sector.
- 2.4 The overall outcome and the outputs that the service is seeking to secure, with partners, aligns with the *Wirral Plan: A 2020 Vision*, which pledges that children are ready for school. Through the delivery of outcome focused early interventions and engagement with families, the emphasis is on ensuring that every child has the emotional, social and developmental skills to be ready to start school and learn. In addition, the approach the early years and children's centres services are setting out, provide an important conduit for achieving the ambition of the Wirral Vanguard work (now called *Healthy Wirral*) which is to deliver integrated health and care services to meet need as early as possible in local communities - *ensuring children have the best start in life*.
- 2.5 The methodology, at this stage in the development of services, includes delivering outcome focused provision in an integrated way with partners in local communities through: three hubs, six satellite buildings and commissioned services including those through two nursery schools. The hubs and satellites are shown in Appendix 1
- 2.6 In addition, to the services outlined above, resources will be aligned to meet the Council's statutory duties for early years including: the information duty, childcare sufficiency assessment, administration of the two year old entitlement and the Early Years Pupil Premium (EYPP). There will also be focused support to childcare providers - where they are not meeting the regulatory framework set by Ofsted.
- 2.7 A number of expressions of interest have been received by services and organisations who are interested in the use of buildings, shared use of buildings or to work in partnership with the Council in providing services. Further work to progress this and to support transitional arrangements, will take place alongside the corporate asset management team as part of the implementation plan.

3.0 RELEVANT RISKS

- 3.1 There continues to be a potential for reputational risk from the disruption to services which will be required to achieve the necessary changes over the next few months and as implementation is progressed. This will be mitigated wherever possible through close partnership working. A risk log that records and assesses this has been collated as part of the overall project plan. This is reviewed on an ongoing basis by the aforementioned project group.

- 3.2 Reaching a final decision for a service redesign has been underway for a considerable period of time which has created a difficult environment for staff teams. Staff will unavoidably continue to be affected until the new working models are fully implemented. The process to implement new staffing arrangements will require a clear plan and relevant human resource processes applied and systematically followed. The relevant trade unions are fully engaged and an issues log that records and responds to matters raised through the process will be put in place. The development of the work will be reviewed on an ongoing basis by the project group.
- 3.3 The risk that the Department for Education (DfE) could claw back capital grant funding in respect of children's centres will be reduced and mitigated wherever possible through the proposed future usage of the buildings and an agreement of a deferral which is required by the DfE will be progressed with them.

4.0 OTHER OPTIONS CONSIDERED

- 4.1 Following a comprehensive review and extensive consultation a range of options for the service have been considered.
- 4.2 The decision to progress to three hubs or main centres and six satellites, will ensure sufficient geographic coverage across all constituency areas, continue to provide a named children's centre for every child under five years, reduce the amount of administrative overheads and deliver within the available funding envelope. The hubs and satellites are shown in Appendix 1.
- 4.3 Additionally, the indicative figures set out in the consultation document were revised based on the application of a balanced funding formula built on need and the use of proven tools and models.
- 4.4 This revised position outlines a model which most closely meets the needs of the local population, and has been arrived at through extensive engagement with stakeholders and families. It considered data analysis of need and deprivation, geographic cover as well as feedback received from people using the services. It will be kept under review as the model develops.

The delivery model will be able to respond to changes to government guidance, work effectively with key partners and offer a more targeted provision based on need – in short it will serve to realign the service and position it to more easily and readily adapt in the future.

The pledge, to give our youngest children the very best start in life adopted as one of twenty pledges to drive the Boroughs agenda, will require further work, policy change, drive and an ambitious approach by all. It is therefore accepted that realigning the service is only the first phase in the overall approach which is required to drive ambitious and sustainable change for future generations.

5.0 CONSULTATION

- 5.1 The approach to the review and the subsequent consultation exercise undertaken represents a comprehensive and genuine attempt to engage with key stakeholders and to take their views on board in the co-design of the new service offer.
- 5.2 Further meetings with key partners for example, schools, health and voluntary sector partners are currently taking place in order to add further definition to the shared working arrangements and future integrated delivery.
- 5.3 Ongoing communication and consultation with parents of children under 5 years and prospective parents will take place as the service transitions into the new delivery model. Ongoing communication and consultation with partners and key stakeholders will take place as the service transitions into the new delivery model
- 5.4 Consultation with Trade Union colleagues and staff will now progress through the Council's agreed framework for such activity.

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

- 6.1 None.

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

- 7.1 During the consultation period, partners were invited to submit expressions of interest for the delivery of services through the Children's Centre buildings. A number of expressions of interest have been received from across the voluntary, community and faith sectors and these will be further progressed in the coming weeks

8.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

- 8.1 The children's centre budget in 2015-16 is £3,080,000 and includes a savings target of £1.5 million. Whilst there has been a delay in implementing the changes during this period, the savings will be met in full from 2016/7 onwards. This will represent a significant reduction in early years and children centre services directly delivered by the council and a move to a more facilitative role will be required.
- 8.2 Whilst the funding is reduced, the revised funding model will bring clearer parity to resource allocation. The overall ambition will be to ensure that the available resource will be directed to enable those most in need of services to receive them, in a timely and effective way.
- 8.3 The staffing structure will principally be aligned on the basis of need and will follow due process through full human resources consultation with staff and trade unions.

- 8.4 The requirement for caretaking and cleaning staff will be determined following the agreement of the revised delivery model and future usage of buildings. Consultation will be undertaken as appropriate with the individuals concerned and or their respective employing organisation.
- 8.5 Changes to the service following Cabinet approval means that nine buildings will continue to operate as main hubs or satellites, consideration of the use of the remaining buildings will take place through transitional discussions with partners, including those to schools who are moving to deliver the 2 year old offer and those who have expressed an interest in delivering services from centres, through the consultation or via the corporate asset management team.
- 8.6 The decision taken following the review does not affect the status of nursery school provision or nursery school buildings.

9.0 LEGAL IMPLICATIONS

- 9.1 There is representation from Legal Services on the Project Group who will advise on any legal implications in relation to the implementation.

10.0 EQUALITIES IMPLICATIONS

- 10.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

(a) Yes, an impact review can be found via the following link:

<https://www.wirral.gov.uk/my-services/community-and-living/equality-diversity-cohesion/equality-impact-assessments/eias-april-2014/eias-families-wellbeing>

11.0 CARBON REDUCTION AND ENVIRONMENTAL IMPLICATIONS

- 11.1 The potential changed use of buildings across the borough could bring benefits in terms of carbon reductions

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

- 12.1 None as a direct result of this report.

13.0 RECOMMENDATION/S

13.1 That the content of the report is noted as an update on the implementation of the new delivery model for early years services. The report summarises some of the key issues considered by Cabinet on 27 July, particularly the focus by the Council and its partners on maximising the available resource for the Boroughs youngest children and their families, and sets out how all partners including those with statutory responsibilities will work together to jointly commission and design services in pursuit of the very best possible outcomes

That the report promotes consideration of areas for scrutiny and challenge, and a platform to stimulate further development of local policy and strategy, with partners, to ensure all children have the best start in life, evidenced by their readiness for school.

14.0 REASON/S FOR RECOMMENDATION/S

14.1 Ensures that the Council meets its statutory obligation to deliver sufficient early childhood provision as set out in the Childcare Act 2006 (and the Apprenticeships, Skills, Children and Learning Act (ASCL) 2009 which inserted new provisions into the Childcare Act 2006).

REPORT AUTHOR: Deborah Gornik
telephone (0151 666 4330)
deborahgornik@wirral.gov.uk
Email

APPENDICES

Appendix 1 - Map

BACKGROUND PAPERS/REFERENCE MATERIAL

BRIEFING NOTES HISTORY

Briefing Note	Date

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
Early Years and Children's Centre Review	July 2015
Early Years and Children's Centre Review	September 2014



This page is intentionally left blank

WIRRAL COUNCIL

Children's Sub Committee

23rd September 2015

SUBJECT:	Specialist Services Redesign
WARD/S AFFECTED:	All
REPORT OF:	Director of Children's Services
RESPONSIBLE PORTFOLIO HOLDER:	Councillor Tony Smith
KEY DECISION?	No

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide the Sub Committee with details of the re-design of Specialist Services (Children's Social Care).

The planned re-design of Children's Specialist Services was undertaken on 15th June 2015. The model of four children in care and care leaver teams alongside twelve children in need and child protection teams was implemented. The four geographical localities footprints remain, organised into three groups led by three children in need Group Managers and one children in care Group Manager.

Reasons for the re-design

- 1.2 The re-design of Specialist Services (Children's Social Care) was driven by the need to improve outcomes for children. A clearer remit of social work functions in each specialist team will assist partnership working, particularly with education and health colleagues. Within the child in need / child protection team structure there has been an emphasis on creating smaller social work teams to allow for closer management oversight.
- 1.3 The key area for all staff to work on is permanency planning. Children likely to be adopted are now fast tracked within this model to a children in care team, whose social workers can focus on permanency. Children in care social workers work closely with the adoption service to identify carers and offer a robust matching process. The four dedicated children in care teams will allow social workers more focused time to offer more practical and emotional support to our children who are looked after. Children looked after numbers remain high at 664 and the new team reconfiguration will allow for better planning with our young people to return home, where safe and feasible, move into other permanent arrangements or into care leaver arrangements where appropriate to do so.

- 1.4 It is of note that although the redesign has changed the service delivery model there has been no reduction in social work posts. A reduction in support services and a reduction in management costs, has allowed some savings within this model to meet the financial targets.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 The re-design of children's specialist services was implemented as part of a council wide organisational re-structure process which was agreed at a meeting of Council on 21st February 2014. This was in part to deal with the ongoing financial challenges the Council faced, and the redesign, along with a number of other options across the whole of the Council, contributed to delivering savings of £9.4 million.
- 2.2 Consultation with staff on the impact of the proposed service redesign of children's specialist services commenced on 24th October 2014 and closed on 5th December 2014, with an extension for a week in a specific service area.
- 2.3 Significant IT support and facilities management were made available to move staff into teams to ensure 'business as usual' on Monday 15th June 2015. Considerable communication with staff, partner agencies and children was central to a successful transition to the new model of working; this assisted with the transformation considerably.

3.0 RELEVANT RISKS

- 3.1 The Council must ensure that children are safe and supported as necessary and appropriate. The re-design of the Specialist Services (Children's Social Care) is an important mitigating measure that will help ensure children, young people and families are safe, secure and supported.
- 3.2 A staff preference exercise has been undertaken providing an opportunity for staff to state the service area they may wish to work in. The preference exercise was for all staff; and over seventy staff members moved areas and into different teams. Managers were slotted in based on skills and experience across the range of posts available.
- 3.3 All manager posts were filled, some on an interim basis, to ensure that staff had a manager and support for workload coming into the service through our front door.
- 3.4 A key risk was to ensure service delivery was not affected for children, young people and their families and plans were put in place to ensure the 'front door' could still address incoming work on the date of implementation and during the following weeks.
- 3.5 In view of the high number of children receiving support from children's specialist services, careful consideration was given to the timing of the implementation of the re-design; in order to mitigate the risks, a decision was made that children should move on the day of the re-design with their existing workers. If any subsequent changes of team were required for children and families, this would be managed on a case by case basis, following the agreed transfer policy in full, to ensure children and families received a continuous service.

4.0 BENEFITS TO THE SERVICE

- 4.1 As part of the re-design of the teams, a comprehensive caseload weighting system is being put in place which will provide support to ensure that caseloads are manageable for social workers and that staff have the capacity and experience to work with individual children and families to identify and respond to their level of need. The Professional Capability Framework was introduced in March 2015. This provides a nationally agreed framework to enable social workers to develop throughout their career from a newly qualified social worker, to an experienced social worker. Assessments at key career transition points provide for a clear career pathway. The new framework has in particular assisted in recruiting and retaining social workers, who are experienced, to manage caseloads for children with complex needs and of high risk.
- 4.2 To strengthen partnership arrangements in the children in care teams, the service is working to co-locate the children in care health nurses alongside social workers and education workers. This is to work holistically with children and families to address issues collectively. Joint systems for case recording and assessments are in the process of being agreed. Health colleagues are being trained to use the social care case recording system, Liquid Logic, to ensure information is shared promptly and recorded in one place.

5.0 OTHER OPTIONS CONSIDERED

- 5.1 Careful consideration has been given to the re-design, which was developed over a long period of time. Some changes to the configuration of services were made in response to the consultation feedback. Working on a locality footprint ensures that boundaries are coterminous with other services and neighbourhood areas. The specific development of children in care teams was supported by children and social workers.

6.0 CONSULTATION

- 6.1 Regular communication with Team Managers and Group Managers regarding issues through the re-design has taken place.
- 6.2 Consultation with the trade unions has taken place about the re-design and the trade unions agreed to the new social work framework.
- 6.3 Issues ranging from the transfer of desks to the installation of computers have been addressed through weekly meetings with colleagues from across the council, chaired by the Director of Children's Services.
- 6.4 The Children in Care Council have been tasked to visit and review the re-design by the Head of Specialist Services, as the Children in Care Council representatives were very much part of the planning of this model and feedback regarding the impact on service to our young people is imperative. This is due to take place during September 2015.

7.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

7.1 The staffing and budget implications resulting in the reduction of staff from 439.95 to 412.09 fte have now been realised.

8.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

8.1 There are no specific implications for the voluntary, community and faith sector.

9.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

9.1 The planned closure of Beckwith Family Centre in June 2015 has now occurred. Staff members who worked within this building have now been redeployed and supervised contact is now being undertaken at a range of different locations, such as children's centres.

9.2 In order to ensure practice remained safe through the changes, additional capacity was sourced to manage the intake of referrals and assessments, to support staff members moving to new teams, and where appropriate, the transfer of children's cases.

9.3 Additional infrastructure support was put in place, with staff working throughout the weekends during the implementation period to ensure information technology systems were in place and that children's case files were organised in the newly configured teams. Extensive work has been undertaken in respect of the human resources systems to ensure the new teams and management infrastructure is accurately reflected.

10.0 LEGAL IMPLICATIONS

10.1 The proposed re-design will help ensure the Council is able to meet its statutory duties and responsibilities in relation to the provision of requisite specialist services for children and their families.

11.0 EQUALITIES IMPLICATIONS

11.1 Has the potential impact of your proposal(s) been reviewed with regard to equality?

11.2 No because there is no direct relevance to equality.

12.0 CARBON REDUCTION AND ENVIRONMENTAL IMPLICATIONS

12.1 Not applicable.

13.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

13.1 Not applicable.

14.0 RECOMMENDATION/S

14.1 The Sub Committee is asked to note this report and consider the re-design of children's specialist services.

15.0 REASON/S FOR RECOMMENDATION/S

15.1 The re-design of children’s specialist services has introduced a new configuration to children’s social work teams. It is important that members have opportunity to understand the changes, the reason for the changes and have opportunity to comment on the implications of the re-design on services for children and families.

REPORT AUTHOR: Lisa Arthey

telephone (0151) 666 4293
email lisaarthey@wirral.gov.uk

APPENDICES:

BACKGROUND PAPERS/REFERENCE MATERIAL


BRIEFING NOTES HISTORY

Briefing Note	Date

SUBJECT HISTORY (last 3 years)

Council Meeting	Date

This page is intentionally left blank



**Attainment and
Progress Report
Early Years, Key Stage
1 and Key Stage 2
2015**

September 1st 2015

The data contained within this report is provisional at this stage and subject to change. Where 2015 national data is available through the DfE Statistical First Release (August 27th 2015), it has been included in the report. Data for Children Looked After will be available in a statistical data release in December 2015.

The report provides information on attainment at key benchmarks through the primary phase.

Executive Summary

- 1. Early Years** - The percentage of children attaining a Good Level of Development (GLD) has increased by 7% to 69.7%, which is above the national average. In relation to the twenty-three North West authorities Wirral ranks second. The gender (2%) and free school meal gap (2.3%) has narrowed. Attainment for Children Looked after has increased.
- 2. Key Stage 1** – The percentage of all pupils attaining Level 2+ has increased in all areas, but most significantly in speaking & listening. Attainment at Level 2b+ indicates that pupils are secure within this level so having the best possible chance of making expected progress at the end of Key Stage 2. Attainment at Level 2b+ in reading, writing and mathematics has improved by 3 percentage points.

Free School Meals - The free school meal gap has closed in reading and mathematics at Level 2+. All free school meal pupils' attainment has improved. At Level 3+ non free school meal attainment has increased at a greater rate resulting in the gap widening in reading and writing.

Gender – The gender gap has narrowed in all areas at Level 2+, but has widened at Level 3+. This widening of the gap is due to girls improving at a better rate than boys in reading. Boys continue to outperform girls in mathematics.

Children Looked After (CLA) – Attainment has improved at Level 2+ improved in speaking & listening, reading and mathematics. The gap between all pupils and CLA has narrowed in speaking & listening and mathematics.

English as an Additional Language (EAL) – The attainment of lower attaining pupils at Level 2+ decreased while the percentage of EAL pupils attaining L2b+ and Level 3+ in reading has improved as well as being above the Wirral average.

Black Minority Ethnic (BME) – Attainment is above the Wirral average at Level 2+ and Level 3+.

Special Educational Needs – Attainment has improved in all areas at Level 2+, 2b+ and 3+.
- 3. Key Stage 2** - Pupil attainment at Level 4+ in all areas - reading, writing and mathematics (RWM); grammar, punctuation and spelling (GPS); reading; writing and mathematics has increased. The percentage of pupils making two levels progress in reading; writing and mathematics has increased.

Free School Meals - The free school meal gap at level 4+ has narrowed in GPS but has widened in RWM, reading, writing and mathematics. However the free school meal gap at Level 4b+ (secure level 4) has narrowed in RWM, GPS and mathematics. The free school gap at level 5+ has narrowed for RWM and mathematics but has widened for GPS, reading and writing.

Gender - At Level 4+ boys' and girls' attainment has increased in all areas. The gap has narrowed in all areas apart from mathematics where the gap has remained the same. At level 5+ the gender attainment gap is narrower than the national gap in RWM, reading and writing.

Children Looked After (CLA) - Attainment has increased year on year for the last 3 years in all areas except mathematics which shows an increase over last year. The percentage

of pupils making two levels progress increased in all areas. The gap between the attainment of all Wirral pupils and CLA has narrowed in all areas and is smaller than the national gap.

English as an Additional Language (EAL) - Attainment at Level 4+ in all areas shows a slight decline. Attainment at Level 4+ for GPS was higher than the Wirral average.

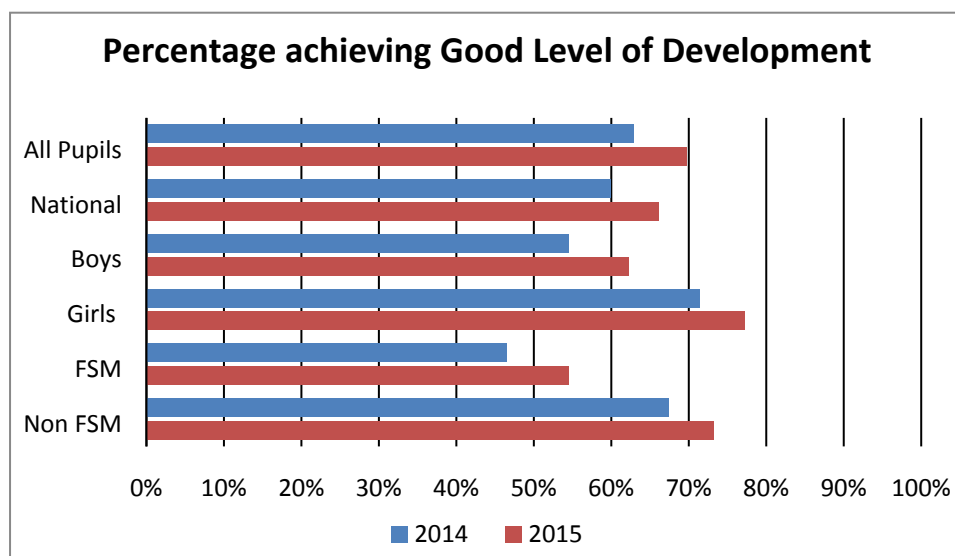
Black Minority Ethnic (BME) - Attainment at Level 4+ in RWM, GPS and mathematics is higher than the Wirral average for all pupils. Attainment at Level 5+ has increased in GPS, reading, writing and mathematics.

Special Educational Needs Pupils

Attainment for all SEN pupils has increased for GPS but declined in all other areas. The percentage of all SEN pupils making expected progress has decreased in reading and writing but has increased in mathematics. Attainment for SEN pupils with a statement has decreased in all areas apart from Mathematics. The percentage of statemented pupils making expected progress has increased in all areas.

Detailed Analysis

1. Early Years Results



	All Pupils	National	GAP	Boys	Girls	Gap	FSM	Non FSM	Gap
2014	62.9%	60%	+2.9%	54.5%	71.5%	17%	46.5%	67.5%	21%
2015	69.7%	66.2%	+3.5%	62.3%	77.3%	15%	54.5%	73.2%	18.7%

The percentage of children attaining a good level of development (GLD) has increased by 7% and remains above the national average. The rate of improvement is greater than the national.

Attainment of boys and girls has increased. Boys' attainment has increased at a greater rate so narrowing the gap.

Both free school meal and non free school meal pupils' attainment has increased. Attainment for free school meals has increased at a greater rate so closing the free school meal gap.

1.1 Vulnerable Groups

	All Wirral Pupils	SEN	Gap	BME	Gap	EAL	Gap
2014	62.9%	16.2%	46.7%	61.6%	-1.3%	50.4%	-12.5%
2015	69.7%	17.7%	52%	68.2%	-1.5%	55.1%	-15.6%

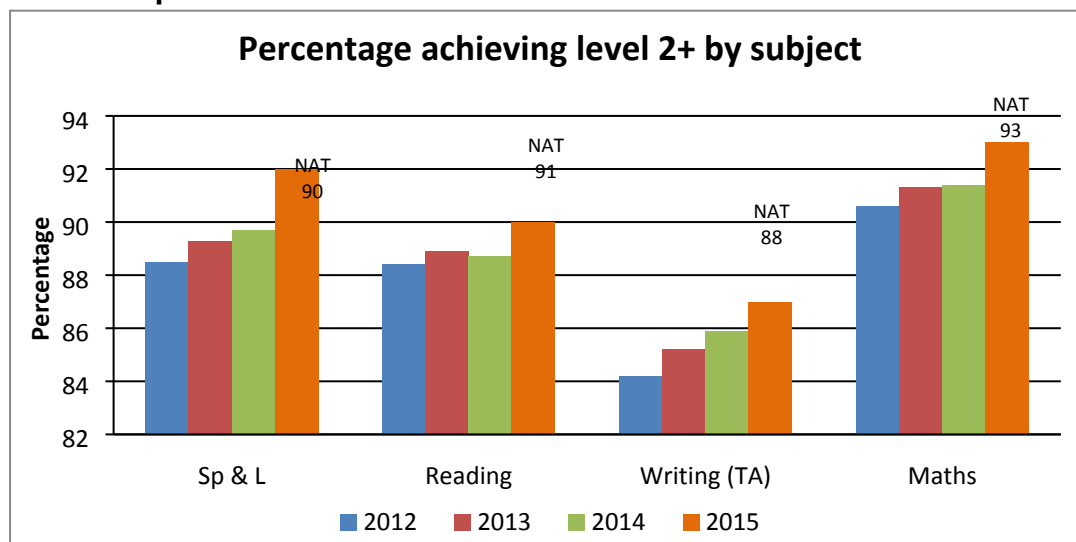
Attainment of SEN, BME and EAL pupils has increased. However the gap between all pupils and SEN, BME and EAL has increased.

1.2 Children Looked After (903 inc out of borough)

	All Wirral Pupils	CLA	No. of Pupils	Wirral Gap
2013	47%	27%	6/22	20%
2014	62.9%	20%	6/32	42.9%
2015	69.7%	25%	4/16	45%

There should be a note of caution when using percentages for 903 CLA as the cohorts are so small. The percentage of CLA pupils reaching the expected level has increased although the gap between all Wirral pupils and CLA has widened slightly.

2.1 Key Stage 1 All Pupils



Level 2 +	2012	2013	2014	2015	*National 2015
Sp & L	88.5	89.3	89.7	92	90
Reading	88.4	88.9	88.7	90	91
Writing (TA)	84.2	85.2	85.9	87	88
Maths	90.6	91.3	91.4	93	93

*Provisional national picture taken from NEXUS data base 2015

Attainment for all pupils has increased in all areas but most in speaking and listening and mathematics. Attainment in speaking and listening is above the provisional national average, with reading and writing just below and mathematics attainment being in line.

Level 2b +	2013	2014	2015	*National 2015
Reading	77	78	81	82
Writing (TA)	65	68	71	72
Maths	76	77	80	82

Pupils attaining a Level 2b+ indicates that attainment is secure and they should be capable of attaining a Level 4+ at the end of Key Stage 2. Attainment has improved in all areas by 3% points. However attainment is below the provisional national average in all areas.

Level 3 +	2012	2013	2014	2015	*National 2015
Reading	24	26	26	29	32
Writing (TA)	11	14	14	15	18
Maths	17	20	19	22	26

Attainment for all pupils at Level 3+ has increased in all areas, however attainment remains below the national average.

2.2 Free School Meals

Level 2+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	80.8	92.3	84.4	92.7	-11.5	-8.3
Writing	77.2	89.8	78.4	91.1	-12.6	-12.7
Maths	84.7	94.4	87.3	93	-9.7	-7.8

The attainment of free school meal pupils has increased in all areas with the biggest improvement in reading. Non free school pupils' attainment increased in writing and slightly in reading. The free school meal gap has closed in reading and mathematics.

Level 2 +	FSM Pupils who did not achieve ARE 2013	FSM Pupils who did not achieve ARE 2014	FSM Pupils who did not achieve ARE 2015
Total number	852	805	719
RWM	269	311	190
Reading	202	171	129
Writing	244	205	173
Maths	163	137	108

Level 2b+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	65.3	84	68.3	86	-18.7	-17.7
Writing	54	73.8	56.8	76.4	-19.7	-19.6
Maths	65.3	82.6	67.4	84.5	-17.3	17.1

Attainment of both free school meals and non free school meals has increased in all areas. The free school meal gap has closed in all areas. The gap has narrowed the most in reading.

Level 3+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
Reading	14.8	31.1	16.8	33.8	-16.5	16.9
Writing	6.4	17.7	6.9	18.5	-11.3	-11.6
Maths	10.5	23	13	25.5	-12.5	-12.5

Attainment has increased in all areas for both free school meal and non free school meal pupils. However the gap has widened in reading and writing because non free school pupils' attainment improved at a slower rate.

2.3 Gender

Level 2+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	85.5	92	87	93.4	-6.5	-6.4	-6
Writing	80.7	91.2	82.8	91.9	-10.5	-9.1	-9
Maths	89.6	93.2	91.6	93.9	-3.5	-2.3	-2

Attainment has increased for both boys and girls in all areas. The gap has closed in all areas with the most improvement in reading. Boys' attainment has improved most in writing. Girls' attainment improved most in reading.

Level 2b+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	73.6	82.9	78	85.7	-9.3	-9.7	-8
Writing	58.8	77	63.1	78.1	-18.2	-15	-15
Maths	74.6	79.9	76.9	82.2	-5.3	-5.3	-4

Attainment for both boys and girls has increased in all areas. The gender gap has closed in writing because boys' attainment has increased at a greater rate than the girls. In mathematics the gap has remained the same, but has widened in reading.

Level 3+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gap 2014	Gap 2015	Nat Gap 2014
Reading	22.2	30.1	23.7	34.1	-8.1	-10.4	-9
Writing	10	18.6	10.7	19.6	-8.6	-8.9	-10
Maths	21.1	16.8	23.8	20.2	4.3	3.6	4

Attainment for boys and girls has improved in all areas. The gender gap has widened in reading because girls' attainment has improved at a greater rate. Boys continue to attain higher than girls in mathematics. Girls continue to attain higher than the boys in reading and writing.

2.4 Children Looked After

Level 2+	2013	2014	2015	Out of borough	Nat CLA 2014	Wirral Gap 2014	Wirral Gap 2015
Speaking & Listening	50% (10/20)	72.2% (13/18)	76% (22/29)	100% (5/5)		17.5%	15%
Reading	60% (12/20)	66.7% (12/18)	79% (23/29)	100% (5/5)	71%	20%	11%
Writing	45% (9/20)	66.7% (12/18)	72% (21/29)	100% (5/5)	61%	19.2%	23%
Maths	65% (13/20)	66.7% 12/18	90% (26/29)	100% (5/5)	72%	25.7%	3%

Attainment in all areas has improved in 2015. The gap between CLA and all Wirral pupils is closing in speaking & listening, reading and notably in mathematics, but has widened in writing.

2.5 English as an Additional Language

EAL	Level 2+				Level 2b+				Level 3+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP	2014	2015	All Pupils	GAP
Reading	87.7	87	90.3	-3.3	75.4	81.7	80.9	+0.8	27.5	30.2	28.9	+1.3
Writing	86.2	85	87.4	-2.4	68.1	69.8	70.7	-0.9	18.1	12.7	15.2	-2.5
Maths	93.5	90	92.7	-2.7	77.5	75.4	79.5	-4.1	26.8	22.2	22	+0.2

For pupils with English as an additional language (EAL) attainment has decreased in all areas at Level 2+. At Level 2b+ attainment has increased in reading and writing and is higher than the Wirral average in reading. Attainment at L3+ shows an increase in reading and is also above the Wirral average. Although attainment mathematics at L3+ shows a decrease it is above the Wirral average.

2.6 BME

BME	Level 2+				Level 2b+				Level 3+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP	2014	2015	All Pupils	GAP
Reading	90.8	91.7	90.3	+1.4	79.7	85.1	80.9	+4.2	30.2	35.1	28.9	+6.2
Writing	88.1	87.7	87.4	+0.3	69.5	73.9	70.7	+3.2	18.6	16.3	15.2	+1.1
Maths	93.2	93.1	92.7	+0.4	79.3	82.2	79.5	+2.7	24.1	26.4	22	+4.4

BME pupils continue to attain well. Although attainment at L2+ looks static in writing and mathematics it is above the Wirral average. Attainment at L2b+ shows improvement in all areas and is above the Wirral average. Attainment at L3+ shows improvement in reading and mathematics but a decrease in writing. Attainment at L3+ in reading and mathematics is well above the Wirral average.

2.7 Special Educational Needs

Level 2+	SEN 2014	Non SEN 2014	SEN 2015	Non SEN 2015	Gap 2014	Gap 2015
Reading	53.1	88.9	55.6	88.7	-35.8	-33.1
Writing	44.4	85.2	47	85.9	-40.8	-38.9
Maths	61.5	91.3	63.9	91.4	-29.8	-27.5

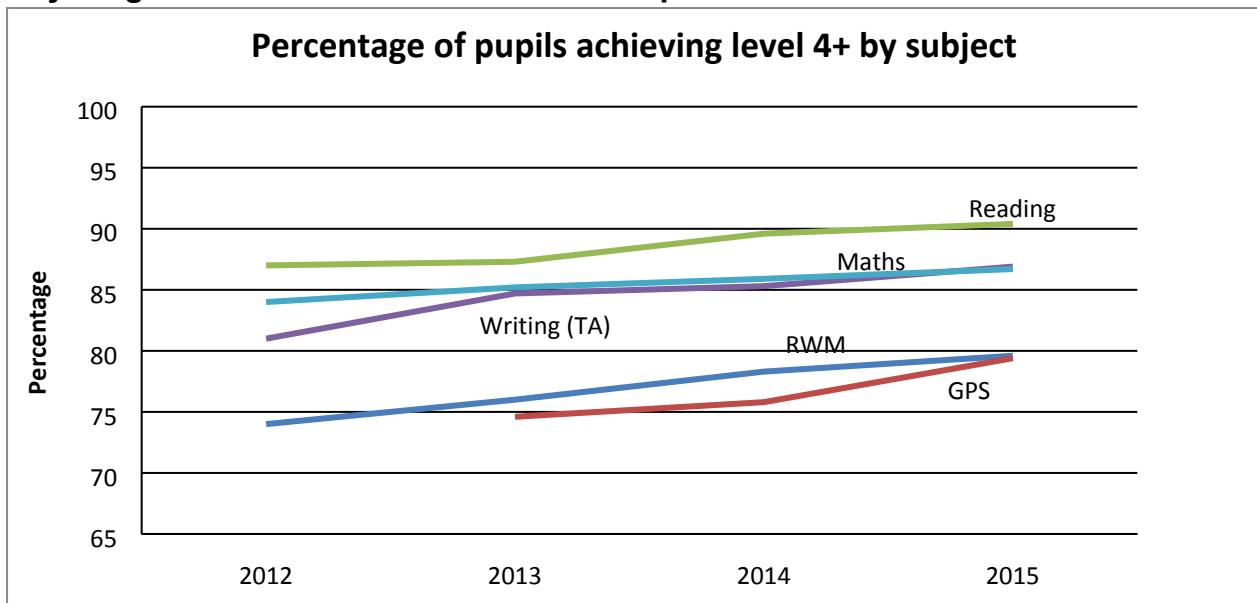
Level 2b+	SEN 2014	Non SEN 2014	SEN 2015	Non SEN 2015	Gap 2014	Gap 2015
Reading	30.5	78	35.5	81	-47.5	-45.5
Writing	16.8	68	20.3	71	-51.2	-50.7
Maths	33	77	36	80	-44	-44

At Level 2+ and L2b+ attainment for SEN pupils has increased in all areas with the gap closing in all areas apart from L2b+ mathematics where it remains the same.

Level 3+	SEN 2014	NonSEN 2014	SEN 2015	NonSEN 2015	Gap 2014	Gap 2015
Reading	2.6	26	4.2	26	-23.4	21.8
Writing	0.7	14	0.8	14	-13.3	-13.2
Maths	2.1	20	3	19	-17.9	-17

Attainment at L3+ in all areas has increased with the gap closing in all areas.

3 Key Stage 2 Results - Attainment for All Pupils



Level 4 +	2012	2013	2014	2015	National 2014	National 2015
RWM	74	76	78.3	79.6	78	80
GPS		74.6	75.8	79.4	76	80
Reading	87	87.3	89.6	90.4	89	89
Writing (TA)	81	84.7	85.3	86.9	85	87
Maths	84	85.2	85.9	86.7	86	87
2 LP Reading	91.3	90.8	91.9	93	91	91

2LP Writing	91.2	93.8	93.9	95.4	93	94
2LP Maths	88.2	90.1	90.4	90.9	89	89

Attainment has improved in all measures. Attainment in reading remains above the national average. Attainment in writing is in line with the national average, while attainment in RWM, GPS and mathematics is broadly in line. *Improvement in RWM (1.3 v 2) and reading (0.8 v 0) is greater than the national.*

3.2 Free School Meal Pupils

Level 4+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	63.5	82.2	62.8	83.5	-18.7	-20.7
GPS	62.5	79.4	66.7	82.4	-16.9	-15.7
Reading	82.6	91.5	81.5	92.4	-8.9	-10.9
Writing	72.4	88.7	72.9	90.1	-16.3	-17.2
Maths	76.4	88.4	75.3	89.4	-12	-14.1

Attainment for pupils in receipt of free school meals at L4+ increased in GPS and writing but decreased in RWM, reading and mathematics. Attainment for non FSM pupils increased in all areas so widening the gap.

Level 4 +	FSM Pupils who did not achieve ARE 2013	FSM Pupils who did not achieve ARE 2014	FSM Pupils who did not achieve ARE 2015
Total number	704	724	664
RWM	285	264	246
Reading	170	126	120
Writing	209	200	179
Mathematics	183	171	166

Level 4b+

Level 4b+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	47.8	71.6	50.2	72.1	-23.8	-21.9
GPS	49.7	71.1	54.5	75.2	-21.4	-20.7
Reading	66.2	82.2	67.3	84.4	-16	-17.1
Maths	59	78.6	61.6	78.5	-19.6	-16.9

Attainment at L4+ has increased for free school meal pupils in all areas. Non free school meal pupils' attainment increased in all areas apart from mathematics where it was broadly the same. The gap narrowed in RWM, GPS and mathematics but widened in reading. This was due to the non free school meal attainment increasing at a greater rate than the FSM pupils.

Level 5+

Level 5+	FSM 2014	Non FSM 2014	FSM 2015	Non FSM 2015	FSM Gap 2014	FSM Gap 2015
RWM	9.8	27.9	8.4	26.1	-18.1	-17.7
GPS	34.2	53.8	33	56.5	-19.6	-23.5
Reading	31.9	53.7	30.1	52.1	-21.8	-22
Writing	17.1	38	15.4	39.9	-20.9	-24.5
Maths	23.1	45.4	22	43.6	-22.3	-21.6

The attainment gap has closed in RWM and mathematics but widened for GPS, reading and writing. Attainment for free school meal pupils decreased in all areas. Attainment for non free school meals decreased in RWM, reading, and mathematics.

3.3 Gender

Level 4+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gender Gap 2014	Gender Gap 2015	National Gap 2015
RWM	76.2	80.4	78	81.3	-4.2	-3.3	6
GPS	71.1	80.9	75.7	83.3	-9.8	-7.6	8
Reading	88.1	91.2	89	91.8	-3.1	-2.8	4
Writing	80.7	90.1	83	90.9	-9.4	-7.9	8
Maths	86.5	85.2	87.4	86.1	-1.3	1.3	0

Boys and girls attainment has increased in all areas. The gap has narrowed in all areas apart from mathematics where the gap has remained the same. The gap is narrower than the national apart from mathematics.

Level 5+	Boys 2014	Girls 2014	Boys 2015	Girls 2015	Gender Gap 2014	Gender Gap 2015	National Gap 2015
RWM	22	26.4	20.9	24.7	-4.4	-3.8	5
GPS	44	55.6	47.6	56.8	-11.6	9.2	11
Reading	46.9	51.5	45.5	50.5	-4.6	-5	9
Writing	27.8	39.7	27.8	43	-11.9	-15.2	15
Maths	43.4	37.9	44	35	5.5	9	8

Both boys' and girls' attainment decreased in RWM and reading. Boys' and girls' attainment increased for GPS. Boys' attainment remained static in writing whereas girls' attainment improved so widening the gap. The gender gap is narrower than the national for RWM, GPS and reading.

3.4 Children Looked After

Level 4+	2013	2014	2015	Out of Borough	Nat CLA 2014	Wirral Gap 2014	Wirral Gap 2015	National CLA Gap 2014
RWM	42.9% (12/28)	47.2% (17/36)	56.7% (17/30)	19% (3/16)	48%	31.1%	-22.9%	30%
Reading	64.3% (18/28)	69.4% (25/36)	76.7% (23/30)	31% (5/16)	68%	20.2%	-13.7%	21%
Writing	50% (14/28)	58.3% (21/36)	63.3% (19/30)	25% (4/16)	59%	27%	-23.6%	26%
Maths	71.4% (20/28)	61.1% (22/36)	66.7% (20/30)	25% (4/16)	61%	24.8%	-20%	25%
2LP Reading	84.6% (22/28)	82.9% (29/36)	93% (27/29)	50% (8/16)	>75%	9%	+0.1%	16%
2LP Writing	73.1% (19/28)	94.3% (33/36)	96.6% (28/29)	44% (7/16)	>75%	+0.4%	+1.2%	18%
2LP Mathematics	84.6% (22/28)	74.3% (26/36)	93.1% (27/29)	37% (6/16)	>75%	16.1%	+2.2%	15%

Attainment has increased year on year for the last 3 years in all areas. The percentage of pupils making two levels progress increased in all areas. The gap between the attainment of all Wirral pupils and CLA has narrowed in all areas and is smaller than the national gap.

Over the last 3 years progress of CLA has fluctuated in reading and mathematics. Progress in writing has increased year on year for the last 3 years.

3.5 English as an Additional Language (EAL)

EAL	Level 4+				Level 5+			
	2014 (113)	2015 (104)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP
RWM	82.3	75	79.6	-4.6	32.7	26	22.8	-3.2
GPS	84.1	79.8	79.4	+0.4	54.9	55.8	52.1	+3.7
Reading	88.5	84.6	90.4	-5.8	48.7	40.4	48	-7.6
Writing	86.7	79.8	86.9	-7.1	38.9	36.5	35.3	+1.2
Maths	88.5	81.7	86.7	-5	52.2	50	39.6	-10.4

Attainment at Level 4+ in all areas shows a slight decline. Attainment at Level 4+ for GPS was higher than the Wirral average. Attainment at level 5+ for GPS and writing was higher than the Wirral average. Attainment at Level 5+ increased for GPS but decreased in all other areas.

3.6 BME

BME	Level 4+				Level 5+			
	2014 (231)	2015 (259)	All Pupils 2015	GAP	2014	2015	All Pupils 2015	GAP
RWM	84	83.4	79.6	+3.8	35.1	34	22.8	+11.2
GPS	84	84.9	79.4	+5.5	56.7	62.2	52.1	+10.1
Reading	92.2	90	90.4	-0.4	54.1	54.8	48	+6.8
Writing	89.6	87.6	86.9	-0.7	44.2	45.2	35.3	+9.9
Maths	89.6	89.6	86.7	+2.9	50.2	53.3	39.6	+13.7

Attainment at Level 4+ has declined in RWM, reading, writing and remained static in mathematics.

Attainment at Level 4+ in RWM, GPS and mathematics is higher than the Wirral average for all pupils. Attainment at Level 5+ has increased in GPS, reading, writing and mathematics. Attainment for BME pupils is higher than the Wirral average.

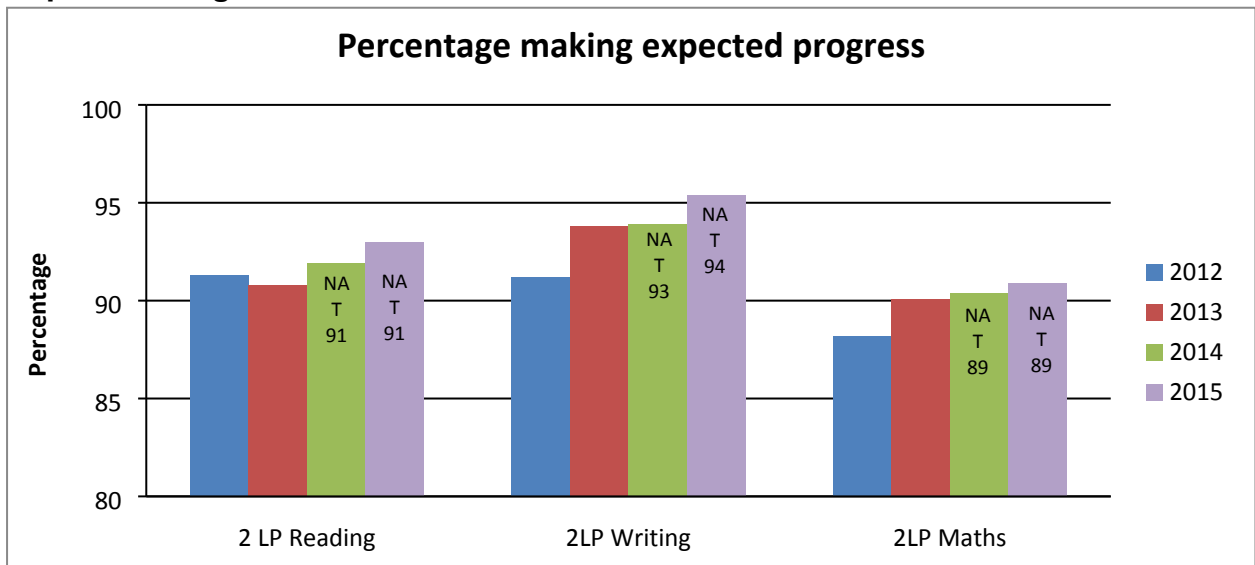
3.7 Special Educational Needs

SEN	Level 4+ All SEN				Level 4+ Pupils with a Statement			
	2014	2015	All Pupils 2015	GAP 2015	2014	2015	All Pupils 2015	GAP 2015
RWM	51.4	33	79.6	-46.6	12.9	8	22.8	-14.8
GPS	45.9	79.4	79.4	0	15.1	13.4	52.1	-38.7
Reading	77.6	63.8	90.4	-26.6	38.8	36.6	48	-11.4
Writing	67.2	45.6	86.9	-41.3	17.3	10.7	35.3	-24.6
Maths	74	54.2	86.7	-32.5	26.6	27.7	39.6	-11.9

	Level 4+ All SEN				Level 4+ Pupils with a Statement			
	2014	2015	All Pupils	GAP	2014	2015	All Pupils	GAP
Reading 2 LP	88.7	81.3	91.9	-10.6	57.7	66.1	91.9	-25.8
Writing 2LP	89.2	84.3	93.9	-9.6	56.2	65.1	93.9	-28.8
Maths 2LP	84.3	90.9	90.4	+0.5	58.4	67.3	90.4	-23.1

Attainment for all SEN pupils has increased for GPS but declined in all other areas. The percentage of all SEN pupils making expected progress has decreased in reading and writing but has increased in mathematics. Attainment for SEN pupils with a statement has decreased in all areas apart from Mathematics. The percentage of statemented pupils making expected progress has increased in all areas.

Expected Progress



The percentage of pupils making expected progress in reading, writing and mathematics has increased. The increase is better than the national where progress remained static in reading and mathematics.

WIRRAL COUNCIL

CHILDREN SUB-COMMITTEE

23RD SEPTEMBER 2015

SUBJECT:	<i>COMMITTEE WORK PROGRAMME</i>
REPORT OF:	<i>THE CHAIR OF THE COMMITTEE</i>

1.0 EXECUTIVE SUMMARY

- 1.1 As this is the first meeting of the newly created Children Sub-Committee, this report proposes that members develop a work programme for the remainder of the 2015/16 municipal year.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 The terms of reference for the Children Sub-Committee are detailed in an earlier report on this agenda. It is suggested that the Children Sub-Committee develops an annual work programme in order to prioritise the topics which members may want to scrutinise within the remit of the Sub-Committee. This work programme should align with the corporate priorities of the Council and be informed by service priorities and performance, risk management information and public or service user feedback.
- 2.2 In determining items for the scrutiny work programme, good practice recommends the following criteria could be applied:
- Public Interest – topics should resonate with the local community
 - Impact – there should be clear objectives and outcomes that make the work worthwhile
 - Council Performance – the focus should be on improving performance
 - Keeping in Context – should ensure best use of time and resources

3.0 THE WORK PROGRAMME

- 3.1 The work programme could be made up of a combination of scrutiny reviews, standing items and requested officer reports. This provides the Sub-Committee with an opportunity to plan and regularly review its work across the municipal year.
- 3.2 Prior to this first meeting of the Sub-Committee, the Chair, Vice Chair and Spokespersons proposed the following items for inclusion on the agenda for this evening's meeting:
- 'Giving Wirral children the best start in life'
 - School standards report including impact on 'narrowing the gap'
 - Children social care reorganisation
- 3.3 A further item, which has yet to be scheduled, was also proposed for a future meeting:
- Exception reports highlighting positive and negative aspects arising from school Ofsted inspection reports

3.4 In addition, the last meeting of the Attainment Sub-Committee, held on 4th March 2015, agreed the following resolution:

The Chair thanked everyone for their hard work and support during the year and noted the suggestions of the Director of Children's Services in respect of arranging visits to schools with the widest gap in attainment as well as schools which had been more successful in narrowing the gap between students from disadvantaged backgrounds and others to be added to the work programme for the forthcoming municipal year.

3.5 Members are requested to propose any further items within the remit of the Sub-Committee for inclusion on the work programme.

4.0 RECOMMENDATIONS

4.1 Members are requested to develop a work programme for the Children Sub-Committee for the 2014/15 municipal year.

REPORT AUTHOR: Alan Veitch
Scrutiny Support
0151 691 8564
email: alanveitch@wirral.gov.uk