



Attainment Sub-Committee

Date:	Wednesday, 10 December 2014
Time:	6.00 pm
Venue:	Committee Room 1 - Wallasey Town Hall

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AGENDA

- 1. WELCOME AND APOLOGIES**
- 2. MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST**

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.
- 3. MINUTES (Pages 1 - 6)**

To approve the accuracy of the minutes of the meeting held on 1 September, 2014.
- 4. OFSTED ASSESSMENT OF SCHOOLS IN WIRRAL (INCLUDING SCHOOLS IN SPECIAL CATEGORIES)**

To receive a verbal presentation.
- 5. THE EVOLVING EDUCATION SYSTEM: A "TEMPERATURE CHECK" - DFE RESEARCH**

To receive a verbal presentation.
- 6. CHILD POVERTY PILOT PROJECTS (Pages 7 - 24)**
- 7. THE DELIVERY OF ALTERNATIVE EDUCATION PROVISION (Pages 25 - 30)**
- 8. WORK PROGRAMME FOR FUTURE MEETINGS**

ATTAINMENT SUB-COMMITTEE

Monday, 1 September 2014

Present: Councillors M McLaughlin W Smith
T Norbury W Clements
P Brightmore A Brighthouse

Apologies Councillor P Hayes

Mr D Cunningham
Mrs H Shoebridge
Mrs N Smith

19 APPOINTMENT OF CHAIR AND VICE-CHAIR

On a motion by Councillor Walter Smith and seconded by Councillor Tony Norbury it was;

Resolved - That Councillor Moira McLaughlin be appointed Chair of the Attainment Sub-Committee.

On a motion by Councillor Moira McLaughlin and seconded by Councillor Walter Smith it was;

Resolved - That Councillor Wendy Clements be appointed Vice Chair of the Attainment Sub-Committee.

20 WELCOME AND APOLOGIES

Councillor Moira McLaughlin welcomed all present to the meeting of the Attainment Sub Committee, noted apologies and gave a brief outline of the work of the Sub-Committee.

21 MEMBERS' CODE OF CONDUCT - DECLARATIONS OF INTEREST

Councillor Wendy Clements declared a non pecuniary interest by virtue of her employment in an early years setting and as a Governor of a Special Needs Provision school.

22 **MINUTES**

Resolved – That the accuracy of the Minutes of the Attainment Sub Committee held on 17 March 2014 be approved as a correct record.

23 **ORDER OF BUSINESS**

The Chair agreed to vary the order of business.

24 **TERMS OF REFERENCE**

The Attainment Sub Committee's Terms of Reference, which had been considered and approved by the Family and Wellbeing Policy and Performance Committee on 8 July, 2014 were submitted for members' information.

Resolved - That the Terms of Reference for the Attainment Sub Committee be noted.

25 **TRANSFORMING EARLY YEARS**

Deborah Gornik, Head of Targeted Services, gave members of the Attainment Sub Committee a presentation entitled 'Early Years Transformation'.

The presentation gave an outline of the reasons for the Early Years and Children's Centres Review and a summary of funding for Early Years. The core purpose of a Children's Centre was noted as 'to improve outcomes for young children and their families and reduce inequalities between families in greatest need and their peers' in child development and school readiness, parenting aspirations and parenting skills and child and family health and life chances. 0-5 year olds population figures in Wirral showing the numbers of 20% of deprivation in the constituency areas were detailed in the presentation and members were informed that there is considerable and growing evidence that has highlighted the enormous influence that a baby and young child's earliest experiences can have on later life. Details of the six core messages were provided together with the likely target groups and how demand could be managed. Members were also provided with an outline of 'School Readiness,' that noted 'school readiness would be measured by the age of five (the end of the foundation stage) and that contributory factors along the child's journey and developmental trajectory were reliant on and influenced by a child's family, the successful blending of the wider health, education and social offer and the child and its family's community environments' and showed the high level indicators, targets and Service deliverables.

Resolved – That Deborah Gornik be thanked for the presentation and the contents be noted.

26 **STANDARDS REPORT - EARLY YEARS FOUNDATION STAGE, KEY STAGE 1 AND KEY STAGE 2**

The Director of Children's Services submitted a standards report on the levels of attainment for children in Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

For Early Years Foundation Stage it was reported that the percentage of children achieving a good level of development had increased by 16% to 63%. Free school meal pupils attainment had increased by 18.8%, so narrowing the gap. The number of Children Looked After had increased from last year. The percentage of children attaining a good level of development had decreased from 2013. Of the children set targets to achieve a good level of development 4 out of 6 had been successful.

For Key Stage 1 it was reported that the percentage of pupils achieving Level 2+ in speaking & listening, writing and mathematics had increased. Free school meal pupils' attainment had increased in all areas so narrowing the free school meal gap. The percentage of Children Looked After achieving Level 2+ in speaking & listening, reading, writing and maths had increased.

For Key Stage 2 the percentage of pupils achieving Level 4+ in reading, writing and mathematics had increased. Free school meal pupils' attainment had increased at a greater rate than non free school meal pupils so narrowing the gap. The percentage of Children Looked After achieving reading and writing had increased, however attainment in mathematics had decreased.

It was reported that the data stocktake for attainment at the end of the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 took place in August each year. The data at this time was unvalidated and as such considered to be provisional. A data sharing protocol had been agreed across the 23 North West local authorities so that comparisons could be made, strengths celebrated and collaboration where there were similar areas for development across local authorities.

Where national data for 2014 was available it had been provided in the tables to make benchmark comparisons. Where 2014 data would not be unavailable until statistical releases in November and December 2014, national data for 2013 had been used.

The Children & Young People's Plan 2013 – 2016 priorities translated into two key areas:-

- Close the attainment gap between pupils in receipt of free school meals and other pupils
- Increase the attainment for children who are looked after

Results showed a dramatic increase from 2013. Currently the results ranked Wirral 3rd out of 23 North West local authorities with attainment being above the national average.

Members were provided with results for EYFS, KS1 and KS2 as an overview by Constituency, by a comparison of Free School Meals (FSM) and Non Free School Meal Pupils, a comparison of Attainment of Boys and Girls, Black Minority Ethnic (BME) & English as an additional Language (EAL), Children Looked After and Floor Targets. Areas for development were highlighted.

In response to questions from Members Sue Talbot commented that a small team of early intervention managers were looking at what issues each school has. The team has gone into schools and looked at provision and had visited over 20 different schools. Members also expressed concern as to how schools would claim Pupil Premium now that all KS1 pupils were to be given free lunches at schools. Sue Talbot responded that schools would be proactive and Headteachers would encourage families to complete the relevant forms in order to increase the schools' budgets.

Resolved – That the report be noted.

27 OFSTED REPORTS

Sue Talbot, Senior Manager, gave an overview of Ofsted inspections since May 2014 and responded to members questions. 36 inspections had been carried out since last year and 87% of primary schools and 64% of secondary schools were graded at good or better. Several schools were in the process of conversion to Academy status and Members were informed that if a school was in special Measures it would lose its category once it became an Academy and the school would be inspected after 12 months. Members expressed concern about this situation however Julia Hassall, Director of Children's Services, emphasised the strong relationship between schools and CYPD and it was noted that the authority had a statutory duty to imput an improvement plan. Sue Talbot also commented that the Attainment Sub Committee would be kept updated. Members were provided with a pack of published results relating to Brentwood Nursery School, Bidston Village CE (Controlled) Primary School, Cathcart Street Primary School, Grove St Primary School, The Priory Parish CofE Primary School, St Anne's Catholic Primary School, St John's Catholic Junior School, SS Peter and Paul Catholic Primary School, Bebington High Sports College together with details of monitoring inspection visits relating to Hilbre High School Humanities College, Emslie Morgan Alternative Provision School (Wirral Alternative School Provision) and Pensby High School for Boys.

Resolved – That the report be noted.

28 WORK PROGRAMME FOR FUTURE MEETINGS

Resolved – That the Spokespersons work together to agree a Work Programme, focussing on Early Years, for future meetings of the Attainment Sub Committee and outline this at the next meeting of the Sub Committee.

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WIRRAL COUNCIL

ATTAINMENT SUB COMMITTEE

10 DECEMBER 2014

SUBJECT:	CHILD POVERTY PILOT PROJECTS
WARD/S AFFECTED:	ALL
REPORT OF:	DIRECTOR OF CHILDREN'S SERVICES
KEY DECISION?	NO

1 EXECUTIVE SUMMARY

- 1.1 This report informs members about the work of two primary schools in Wirral, which have received investment from the Council to develop innovative approaches to tackling child poverty. The report evidences the impact and added value of working in this way to improve outcomes for children, families and their communities. Examples include programmes of activity to engage children educationally during school holidays, support for parents to get into work and further training, and how to engage the whole community in a positive way. This report invites members to scrutinise the impact of the work of the two schools.

2. BACKGROUND AND KEY ISSUES

- 2.1 Around 25% of Wirral children live in poverty as determined by the income deprivation indicator for child poverty. There are acute inequalities in Wirral with levels as low as 1% in some areas and as high as 70% in others, where long-standing issues of deprivation and disadvantage prevent families from escaping poverty. Feedback from local agencies suggests that the financial climate and changes to the benefits are having a combined impact on children and families in poverty.
- 2.2 Wirral has a local target for school readiness of 85% achieving a good level of development at the Early Years Foundation Stage (EYFS) by 2016 (Children and Young People Plan 2013-2016). Wirral is working successfully towards this target to ensure a greater proportion of children are ready for school. In 2012/2013 47% of Wirral children achieved a good level of development in the EYFS, this rose to 63% in 2013/14.
- 2.3 The Working Group recognises that the Council and partners are taking a range of strategic and operational actions to address the challenges of poverty and deprivation and there is a wealth of good practice in Wirral. Examples of this include the Council's continued focus on driving economic growth and prosperity, the support provided for families through Wirral's multi agency Early Help arrangements and a range of community-focused activities in local areas that promote independence. It also recognised that the

Council's Corporate Plan has a clear focus on tackling poverty and deprivation and that this will drive further service improvements and joint working. Further to this, the Working Group has also taken a consistent view that short-term interventions are much less likely to work and that a focus on community assets, or strengths that support local decisions and local solutions, rather than community deficits, is critical to tackling poverty for future generations.

- 2.4 In June 2013 Cabinet approved the Working Group's child poverty pilot project. The proposal was based on the evidence and research of the 2010 Marmot Review and the Wirral's Child and Family Poverty Working Group. The proposal invited those schools, where the majority (i.e. 51% or above) of pupils on roll live in an area where child poverty and deprivation levels are in the highest 20% of areas nationally, to express an interest in working with the Council to pilot a primary 'school community Hub'. The Hub will act as a central place for people to work together and access resources available in the school and in the community and will offer a focused approach to children, young people and families to have their needs met as early as possible.
- 2.5 The commissioning approach was developed with guidance from the Council's Procurement Team taking into account the procurement principles of fairness and transparency. Appendix 1
- 2.6 In January 2014, Holy Spirit Primary School, Leasowe and Fender Primary School, Woodchurch (herein referred to as the Community Hub) were awarded £50,000 each to develop and implement a 'School' Community Hub. It is important to highlight that the Hubs got to work straight away, upon allocation of the money, and have been active since that time.
- 2.7 The objectives of the Hubs dovetail with the Council's Corporate Priorities; Local Decisions; Local Solutions; Driving Growth and Promoting Independence. Translating these priorities into tangible objectives for the Hubs, are as follows:
 - Increase family and children's wellbeing;
 - Increase capacity in the community to tackle poverty;
 - Create greater awareness of support available to parents in the local area;
 - Increase desire of parents to move into work, and with a clear understanding of how to pursue this goal;
 - Increase engagement of parents with existing employment and enterprise;
 - Improve aspirations of children due to rising parental aspirations..
- 2.8 The Healthy Child Programme Policy emphasises the importance of Universalism -'it leads to the early identification of vulnerable children because prediction of poor outcomes is an inexact science and the greatest population gains result from universal services.' The ultimate function of the Hubs is to create a web of support around the community's children, young people and families. The Hubs will provide an opportunity for needs of the individual to be met as early as possible and incorporates active parental support to do this. The aspiration is that fewer children and young people from the communities

that have the Hubs will need specialist interventions and the Hubs will contribute to achieving this.

2.9 PROJECT UPDATE

2.10 Building Community Assets

The existing links within the local communities has provided each Hub with a framework on which to build a steering group that consists of local partners, organisations and stakeholders. Local resources and assets have been harnessed to support local children and families. Since the start of the pilot, the number of local assets has tripled. Both Hubs report much improved collaboration between agencies and residents across the estate. The Hub has also facilitated closer working links between the other primary schools, secondary schools and Early Years settings which is beginning to impact upon removing barriers between children. Anecdotally, one Hub has reported that there was no vandalism during Easter holidays 2014 for the first time in 7 years.

2.11 What is the process of building Community Assets?



Each Hub has recruited a Community Builder who is pivotal to the Hub. A community builder is a person who understands where the communities strengths are and is focused on engaging those skills, knowledge and talents of every community member to ensure that the Hub keeps reaching out to bring in the assets and energies of people, and resources who/that are often left out. Community Builders find and support people connected to their local community who in turn free up the skills, knowledge, energy and connections

that already exist among local people. Both the Community Builders are local residents and are trusted members of the community. This is important as without community buy - in the Hubs would not work effectively and sustainability would not be achieved.

Each Hub has a network of community champions or connectors. The Hubs provide a network of support for the volunteers and have enabled personal development of the people involved.

Case Study 1

Parents Amy and Joan were volunteers in school as reading support partners and now volunteer as helpers for the Hub's coffee sessions and parenting groups. Amy is now enrolled to complete her NVQ Level 2 in school in September and is now a paid member of the Summer Club workforce. Joan is volunteering at Summer Club too and has recently gained employment at a Wirral school. There are six more parents and young people who signed up to volunteer at a Hub health event. The Hub has provided an accessible pathway to allowing the volunteers to gain valuable local experience and improve their employability.

WAVES (Woodchurch Area Volunteers for Environmental Support) volunteer group has been set up to promote and improve the local environment and provide a support network for community connectors. WAVES works alongside the school's ambassadors to raise the profile of the hub with the local community but to also invite residents to access the Hub's activities.

The Hub has been able to *Drive Growth* and increase social value within the local economy by using local businesses to support the promotion of the Hub e.g. printing Community Hub magazine at a reduced cost.

2.12 **Added Value**

Each Hub is *Promoting Independence* using a number of different mechanisms:

- 'In Kind' support through staffing (over £11,000); resources and making activities available at no cost.
- New providers e.g. Everton in the Community; Livewell (NHS) and Wirral Environmental Network (3rd sector) who are not usual providers for schools
- New money and match funding opportunities. For example, more than £30,000 has been secured as a result of the Community Hub status. One Hub has successfully secured external grant money (from 'Community Organisers') to contribute 50% funding for a full time Community Builder position for at least one year. The Hub will fund 25% of the role and 25% will be match funded 'in kind' (i.e. school management time, facilities and resources).

Everton in the Community was commissioned by Leasowe Hub and brought a focus on team work, leadership and co-operation, giving vulnerable children an opportunity to work closely with those children who excelled in this area.

The engaging activities and positive role models enabled the development of aspirations, friendships and respect for each other – particularly amongst children who would not usually mix. Children and parents were all very positive about the sessions. As a result of engaging with the Hub, Everton in the Community have offered to fund a time limited school club for children who are on the Autism Spectrum.

Woodchurch Hub commissioned a Military School to deliver sport and military activities during Easter and Summer. The purpose of this activity was to remove the negative stereotypes created by animated computer games and to create positive role models for the pupils. Fathers/male guardians were invited to attend during the summer period.

The children that attended the Hubs' clubs were asked the following question

What would you have been doing if you weren't here?

Their responses were:

'I would have just been on the streets' (aged 9)

'Playing on X-box' (aged 9)

'Nothing' (aged 11)

'On streets doing nothing much' (aged 11)

'Sitting on couch being bored' (aged 10)

'Sleeping on couch' (aged 9)

'Lying in bed playing PS3' (aged 9)

2.13 Evaluation

2.14 The Hubs' Reach (Outputs)

The Hub activities/interventions fall under the following categories:

- Adult Education
- Budget management
- Physical and emotional health and wellbeing
- ICT/skill sharing
- Employment support
- Social enterprise
- Community events and activities e.g. furniture swaps; developing a community food bank using the local church
- Parenting Classes
- English and Maths Year 5 targeted Summer sessions
- Higher Achieving Summer study sessions
- Community connecting for children and adults
- Aspirations (working with local high school to plan events that facilitate the children to think about their futures)

The two tables below provide an overview of the number of individual adults and children who have accessed the Hub between April to August 2014. The tables illustrate the different approaches that each Hub has taken regarding recruitment and access. Woodchurch Hub has prioritised the children in the first stage of their delivery, whereas Leasowe have taken a broader reach approach across the estate with a slightly higher attendance from the adults. It is important to note that each Hub has taken a different approach to delivery.

Hub activity provision extends to weekday evenings and occasional Saturdays. Since January 2014 (until August 2014), the Hubs' footfall is reported to be 1,925 adults and over 1,000 children. It is reported that the attendance data is now able to demonstrate that the Hubs are reaching beyond the immediate school and into the community, sustaining growing numbers throughout the year. The Hubs are currently in the process of compiling an end of year evaluation which will report January 2014 to December 2014 footfall figures and numbers of individuals who have accessed the Hubs.

Table 1

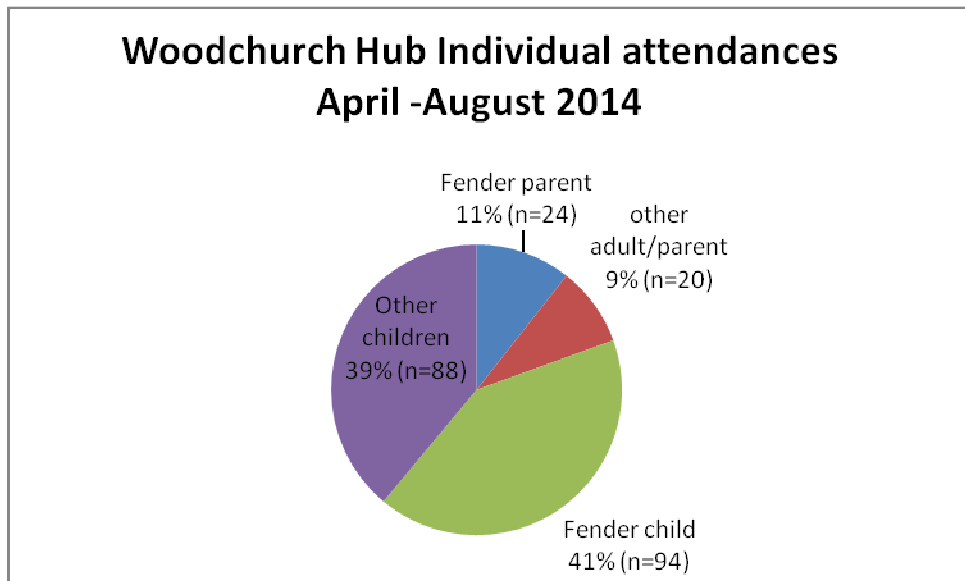
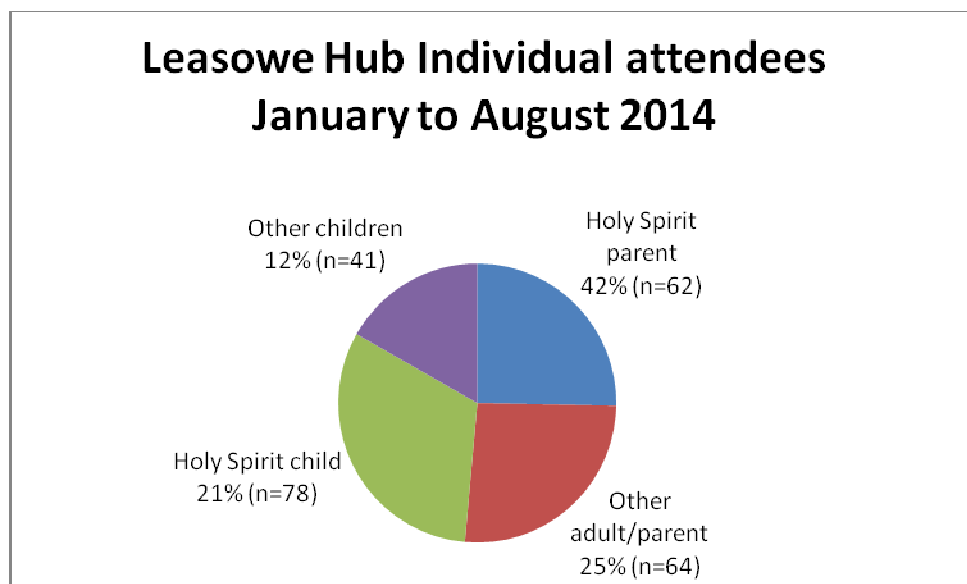


Table 2



- At the end of August 10 adults have been successfully employed as a result of engaging with the Hub and accessing education activities and
- 50 volunteers have been supported across the Hubs to take ownership of activities and skill sharing sessions. Volunteering at the schools has also increased.

2.15 Hubs' Outcomes

The outcomes to date are really positive considering the operational timeframe of both Hubs has been less than twelve months. The main impact has been enabling schools to reach families who have been harder to engage in an environment where they are comfortable. The Hub has provided the facility to build relationships across the estate and for staff to reach out in ways which would not otherwise have happened. It is too early to demonstrate the impact of the Hubs against long term outcomes, but there are a number of qualitative indicators that can be used to demonstrate that needs are being met earlier. These outcomes will be categorised under the following three themes below and will be reported as narrative and sometimes illustrated as a case study:

- Children are ready for school;
- Young people are ready for work and adulthood;
- Children and young people feel safe and are safe

Children are ready for school

Children and Family Wellbeing

Both schools have reported a tighter school focus on community engagement and increased interaction with pupils' families. Children mixing from different

schools and breaking down barriers between different social groups demonstrates community cohesion.

One of the Community Builder's has given this testimonial on how the Hub is bridging the divide between the schools:

"My role as a community builder for the Hub has enabled me to bring the three primary schools together. For the past year I have supported parents and children who live in Woodchurch. I have built up positive relationships with parents and their families. Also, living in Woodchurch myself I understand the daily struggles that our families are going through. The Hub has offered a sanctuary for the community to call into for advice and guidance. This has helped vulnerable families avoid crisis points and provided someone to listen in times of need – we were there to support two families who fell into Child Protection and Child in Need categories during the summer months last year due to fewer familiar support mechanisms at this time.

The summer camp has offered children a safe and simulating environment to learn and make friends. It involved the three primary schools coming together and I feel this has broken down barriers that will have a huge impact when the children are starting high school, there will be no more of " what primary school did you go to " as the children have become integrated as one. Some of our year 6 children even chose to be placed with pupils from other schools in Year 7 at Woodchurch – this can only mean a more united community for the future".

Raising aspirations of children due to rising parental aspirations has been a key component of the Hub activities.

Each Hub has provided activities during the two main school holiday periods. The clubs incorporate an academic programme to avoid the holiday dip in academic levels. English and Maths 'booster sessions' are provided to Year 5 and Year 6 children who require support and consolidation of core skills and also for children who require extension to their learning. These sessions will run alongside physical and healthy eating exercises. A total of 55 children engaged with these sessions.

The Childrens' University is a national programme and is facilitated by Liverpool Council. The ethos of the programme is to raise aspirations by encouraging the children to experience a wide range of activities and learning experiences. Children who attend learning destinations (i.e. Hub Easter and Summer clubs) are able to collect their learning hours. The learning hours collected go towards an award which is based on the principles of a university degree. The basic level entry is 30 hours and children attending the Hub education activities are able to progress significantly towards to the next level. The additional opportunities created by the Hub have raised the profile of the importance of education and also the Children's University Initiative.

Leasowe Hub ran a 'Can Cook' session in July 2014. This session targeted identified families who would benefit the most and involved demonstrations and preparations of healthy cooking and eating based on a budget. Each

primary school and Year 7&8 from Wallasey School were offered places. 50 children across the estate attended and each child was accompanied by an adult.



Part of the Hubs provision is to support effective parenting and drive improvements in a child's pre-school years to ensure school readiness. There are a range of activities provided in conjunction with the Early Years settings that meet this criteria. It is anticipated that such activities will contribute towards school readiness target .

Each Hub offers a wide range of parenting classes and family skills covering a wide range of topics from budgeting; cookery and professional drop ins so parents are able to access main stream support services. Case Study 2 illustrates the outcomes for one parent who attended the parenting classes;

Case Study 2

John has never engaged with any community activities before, he was never interested. He was encouraged by a Hub stakeholder to attend the parenting sessions. He now feels that his eyes have been opened to his own way of parenting and he finds himself giving advice to other parents. John is really proud to know that what he has learnt he has been able to implement. His relationship with his daughter's school has strengthened and he is able to access a greater level of support now that the trust has been built. His daughter's attendance has been an issue but as John has been able to break down his own barriers with school he was then able to encourage his daughter to attend school and complete a work placement.

The Hub raises awareness with parents regarding available support and also facilitates the pathway to further education.

Head Teacher Testimonial

The 0-5 sessions and summer activities have enabled families, prospective pupils and staff to build relationships prior to starting school and this has been the main benefit in terms of schools readiness. Children who are regularly accessing the Hub are well known to staff, the school environment is familiar to them and adults are comfortable with school staff. This has meant that they settle straight into school and are quickly ready to start learning. Our pre-school knowledge of children now enables us to be ready with early interventions as we have improved knowledge of children's needs before they begin in F1 or F2. It is clear that those children who regularly access the Hub with their families have an advantage over those who do not.

Young people are ready for work and adulthood

The Hubs provide targeted skills courses and job readiness training linked to real job opportunities designed to increase the families desire to return to work. This offer has been bolstered by the Hub's engagement with existing employment and enterprise. Each Hub offers drop ins and skill sharing opportunities. ICT is offered through adult, family and technical surgeries at both Hubs.

- Creative craft skill share drop in
- Seven Waves provide social media training
- Both Hubs are linking in with a wide range of employers to provide Aspiration Days.

Career and opportunities fair for all Year 5, 6 and 7 pupils during the day and for residents during the afternoon and evening

Case Study 3

Anna is a single parent and has three children below the age of 14 years old. Anna has a history of substance misuse and has been seeking help for some time. The family has had lots of professional specialist support. Anna was invited to attend the Hub coffee mornings and adult education. She attended every week and became a valued member of the group. During one of the groups Anna disclosed that she suffered from depression and felt that she could not cope with family life. She was also very upset that one of her children was struggling with mental health problems and she was desperate for support. Anna was given intensive support immediately from the community builder and she was also supported by the school, community police and parent volunteers who she had met through attending the Hub activities. When the family was in crisis the Hub was able to provide access to the Summer Club and bring both Anna and her youngest child into a safe place. Anna has gone onto achieve her foundation Maths and English qualification, something she never would have been able to do as she was too anxious to leave the estate to attend college. Since September 2014 Anna has been attending the local high school to complete her Maths GCSE

qualification, this pathway has been set up by the Hub. Anna received a certificate from the Mayor in recognition of her further study. Anna says 'I now feel that some cares for me and my family and I can see the light at the end of the tunnel'.

One Hub has harnessed the assets of the local high school and as a result has set up two GCSE groups for those adults that did not achieve basic level 1 and level 2 qualifications. To date, there are 19 adults enrolled for Maths GSCE and 10 adults enrolled for English.

Case Study 4

Jenny is 19 years old and lives on the estate. She has been unable to find suitable employment. She volunteered for the Easter Club. She was then given three weeks employment in Summer Club and will continue to be employed for years to come.

Leasowe Community Hub facilitates a community allotment volunteer group. community residents are offered the opportunity to take up basic horticultural training qualifications. The Autumn Term will see green space development on the estate led by the allotment group.

Woodchurch Hub has employed three local young people to work in the Hub and another four completed voluntary work which will enhance their CVs. Two of these will continue to work as volunteers in school and the Early years centre and again gain valuable experience for their CVs which will in turn improve their work chances for the future.

Head Teacher Testimonial

We have already reported that we can directly evidence 6 adults who have attended the Hub who have secured employment and would say that the Hub was instrumental in this. As we increase our involvement with teenage residents we will look to build upon communication skills, self-esteem and citizenship to support their development and provide them with evidence in applying to further education or employment. At this stage we do not feel we have had sufficient impact with young people.

Children and young people feel safe and are safe

The Hubs provide a place for supervised safe contact with crèche facilities that have been defined as a need by the local community. The Hubs have enabled quicker identification of families that require support (due to their attendances at Hub activities) and a quick referral into activities or agencies (e.g. parenting classes) which are onsite, accessible and at a convenient time. For those families requiring further support e.g. extra social care support, the Hubs have built relationships and gained trust and this in turn increases the uptake of support services such as drugs and alcohol; counselling etc and reduces the likelihood of the family getting into crisis. Hub schools report that there has been a significant increase in the number of children and families needing lower levels of support and intervention and a decrease in numbers

of children requiring higher level statutory support. This is being quantified in the full calendar year review.

The impact of this can be demonstrated through the reduced demand on Head Teacher time. In June 2013 one school reported 79 hours every term time of senior leader's time was being used for supported families. In June 2014 this has decreased by 50%.

The following case study is able to demonstrate how the Hub has prevented two family's escalation to specialist services.

Case Study 5

During the summer of 2013 Jane's daughter needed support to make sure she was safe during the summer months when school was closed, this year Jane was much less vulnerable as the Hub was able to provide activities and support for both Jane and her daughter.

Jessie, who receives social work support for herself and her children had a free place provided by the Hub for her 4 year old and her 6 year old. Summer holidays were always a crisis point for this family and last summer was no different. This year they have remained stable and have received proactive support from the Hub during potential crisis time preventing the need for specialist service intervention.

One Hub has commissioned six weeks provision from Catch 22 to provide support for the local primary schools for anger and emotional management with specific pupils. In doing this, the Hub has enabled an appropriate support package to be put into place within a short space of time and close the gap between a need being identified and support being provided.

Case Study 6

This case study illustrates how the Hub has built a network of enhanced support for families in a non-stigmatised setting to create a web of resilience and reduce social isolation.

Kathy lives with her partner, neither work. Kathy has little family support and relies on her partner, there have been times when Kathy has become upset when she has felt people are criticising her children or her. Kathy had a poor relationship with school - both staff and other parents, and did not engage in any school activities. The Head Teacher had issued a verbal warning regarding her behaviour in the yard and her approach towards other parents. Parents found her unapproachable and were wary of approaching the school if they had issues with Kathy's children, as they were uncertain of her reaction. If Kathy was asked to come into school to discuss these issues she would be very challenging in response. Both children have displayed anger towards others and inappropriate behaviour.

Kathy was encouraged to engage with the Hub activities. Kathy has attended playgroup session with another mum and this has led to her signing up for a course that she attended alongside other parents and children. Kathy began

to attend the drop in and skill share sessions and she has started to help out making teas and volunteers to help set up and organise. Kathy has now built up her own confidence, skills and knowledge and she is a regular attendee of various events and courses. She has recently taken on the lead for the new community allotment group. She has a much more positive relationship with the school both parents and staff and she has begun to socialise with other parents which in turn gives her a wider network support. She has taken it upon herself to try and learn new skills to think about preparing for returning to work. Other parents have commented on the positive change with one participant stating she was scared to ask her to do anything before but now she will immediately think of her if something needs to be done. Recently an incident with her son required Kathy to come and discuss his behaviour with the Head Teacher. Kathy came in straightaway and discussed the issue working out a solution with the Head Teacher. Kathy has stated that she has surprised herself with how much she enjoys the activities and how she wishes to be involved more in the future.

One Hub has reported an increase in volunteers engaged with Homewatch signed up by the Community Police during a health fair event.

Head Teacher Testimonial

The Hub has provided many activities for primary school aged children which have built relationships and are beginning to break down barriers. The responses from children are without exception, very positive. They enjoy the range of events and because of the level of qualified staff planning activities and booking children into sessions they are well matched to children's needs. We have not had any negative behaviour in any Hub activity which has needed intervention. When we compare this with the known number of pupils barred from other local activities for negative behaviour we can reasonably conclude that the relationships the school has with children, their perception of school expectations and the expertise of the staff all contribute to the initial local authority expectation for community Hubs in "using the relationship schools have with the community to improve outcomes for children". The gradual impact of reducing anti-social behaviour will take time and needs to be addressed by engaging one child and their family at a time. There is a correlation between the reduction in level 3 and 4 cases and the increase in school managed level 1 and 2 cases that we can evidence over the past year. We now have direct access to wider agencies and improved knowledge of services available to meet families' needs than we did previously. We are focusing on providing a safe space for teens during the winter months and the community organiser is using this opportunity to recruit our teen champions. We recognise that more work needs to be done to engage secondary school pupils with Hub activities.

Future Developments

It is important to consider the development of the Community Hubs in the context of close partnership working to intervene earlier with children and families when problems first appear. The Community Hubs sit at the heart of their local communities, where integrated locality working is being

strengthened for all children aged 0-19 years. Both Community Hubs are working within, and enhancing local community networks and what we are seeing is great strength at a local community level in building support for children and families around their local primary school, and drawing services in to support children and families at the right time and in the right way. One further development currently planned is that the Birkenhead Constituency Committee is proposing to support the development of a local Community Hub. The Hub will focus on one key priority of 'Reducing the Impact of Child Poverty' that 'Children are Ready for School'

3.0 RELEVANT RISKS

3.1 A risk register will continue to be monitored in line with the project management arrangements.

4.0 OTHER OPTIONS CONSIDERED

4.1 A range of options have been reviewed by the Working Group in order to develop the recommended approach set out in this report.

5.0 CONSULTATION

5.1 The Working Group is the key stakeholder group for child poverty in Wirral and oversees the development of the Community Hubs.

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

6.1 N/A

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

7.1 The pilot Hubs have developed relationships with the voluntary and community sector to deliver a local action plan and sit on the Hub steering group.

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

8.1 Both projects have received a grant of £50,000 from the Council to develop this work. Since they have become operational, the projects have secured additional money from other sources to develop their programme of work. In order to sustain this innovative approach, which will inform future models of delivery, each Hub will require further financial support, equating to approximately £25,000 per school. Potential sources of funding are currently being identified.

9.0 LEGAL IMPLICATIONS

9.1 Clear governance arrangements are in place for the Working Group to report to the Children's Trust and these provide the framework for monitoring the projects.

10.0 EQUALITIES IMPLICATIONS

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

(a) Yes and 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 There will be no direct carbon reduction implications.

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

12.1 There will be no direct planning and community safety implications.

13.0 RECOMMENDATIONS

13.1 This report invites members to scrutinise the impact of the work of the two primary schools which are operating as Community Hubs.

14.0 REASON/S FOR RECOMMENDATION/S

14.1 This report outlines progress being made to develop and deliver an innovative approach to improving children and families life chances and wellbeing in a community setting.

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BRIEFING NOTES HISTORY

Briefing Note	Date

SUBJECT HISTORY (last 3 years)

Council Meeting	Date
CABINET: CHILD POVERTY STRATEGY AND ACTION PLAN	14th April 2011
CABINET: CHILD POVERTY STRATEGY AND ACTION PLAN – PROGRESS REPORT	13th October 2011
COUNCIL: COUNCIL BUDGET 2012/13	1st March 2012
CABINET: ‘ROOTS AND WINGS’ CHILD POVERTY BUDGET OPTION	12th April 2012
CABINET: CHILD POVERTY BUDGET OPTION	27th September 2012
COUNCIL: COUNCIL BUDGET 2013/14	5th March 2013
CABINET: CHILD POVERTY PROPOSAL	13th June 2013

APPENDICES
Appendix 1
COMMISSIONING PROCESS

Expressions of Interest invited from schools	Mid-June 2013
'Information Day' undertaken with prospective schools	End-June 2013
Expressions of interest received	July 2013
Expressions of interest evaluated and shortlist identified	July 2013
Proposals invited from short listed schools	July 2013
Proposals received	August 2013
Final proposals evaluated by commissioning panel	August 2013
Funding awarded and work commences	September 2013

The invitation to schools to express an interest would outline the broad project proposal and ask for a response which outlines how the school would:

- Engage the school community in the project and recruit and host community organisers;
- Work with local services and agencies to support the project and lever in additional support;
- Ensure that the project enables the community identifying its own resources and action required.

Schools were asked to describe their current strategies for improving outcomes where deprivation and disadvantage has an impact on pupil aspiration and attainment, for example through the use of Pupil Premium funding, and how any additional funding might add value to this work through improving outcomes for families and the wider community.

The process was also mindful of the following recommendations from the national Child Poverty Pilot evaluation which helpfully describes some qualifying criteria for establishing child poverty projects in schools:

“Selecting schools in the most deprived areas has proven key in this pilot to reaching the target group of parents. However, within this selection, an equally important factor needs to be selecting the right school, including:

- A head who is committed to, and on board with the pilot aims and who can recognise the ways in which the pilot could benefit the work of the school and its community of parents and children;
- A school which has the staff capacity to support the pilot is key, particularly in providing trusted ‘frontline’ school staff who could help engage parents in the pilot.” (DWP, 2012 Study of School Gates Employment Support Initiative)

Running an Information Day for qualifying schools is to provide an opportunity to give an overview of the project and initiate discussion about:

- How assets from within the community could be involved;
- Project outputs and how improvements could be measured;
- How the interventions and the improvements identified could be made sustainable.

Schools that progress past the initial short listing process will be asked to present to the commissioning panel prior to selection.

WIRRAL COUNCIL

Attainment Sub Committee

10 December 2014

SUBJECT:	The Delivery of Alternative Education Provision
WARD/S AFFECTED:	All
REPORT OF:	Director of Children's Services
KEY DECISION?	No

1.0 EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to provide information about how the Council will be taking forward its provision for alternative education (AP).
- 1.2 The report outlines the outcome of a review of alternative education provision, its recommendations and outlines the details of a further consultation about options for the future provision of alternative education provision at Key Stage 3 and Key Stage 4.

2.0 BACKGROUND AND KEY ISSUES

- 2.1 In October 2013 Wirral commissioned RBMM Education Ltd to carry out a strategic review of the delivery of alternative provision for secondary aged pupils aged 11 to 16. The purpose of the review was to consider how the existing service, systems, policies and processes needed to develop in the future. The review was to take account of the broader national policy context, in particular the changing role of the Council and projected local needs.
- 2.2 This report makes reference to the Wirral Pupil Referral Unit and the need to develop an overall strategy for AP which represents better value for money.
- 2.3 Taking into account the national context and the local context there is a need to revise the provision on Wirral and the report identified a number of recommendations about the way forward.
- 2.4 In response to the recommendations the Council established a working group of senior officers and school head teachers to discuss and agree a way forward. This group, Wirral Alternative Provision Strategy Group (WAPSG) formally established itself to provide a forum for informed discussion on the implementation of the recommendations from the strategic review of alternative provision taking into account statutory guidance.
- 2.5 This strategic group focussed on developing a continuum of provision that encompasses the following features:

- a) A commitment to early intervention and re-integration
- b) An alternative provision offer that is developed by involving schools, learners and their families
- c) A robust referral process and commissioning process, ensuring effective data collection and information exchange and developing partnership working
- d) Linking referral processes with multi agency panels or inclusion forums that provide an overview of a range of local provision and a mechanism for matching that with needs and prioritizing where necessary
- e) The engagement of schools at all stages of the commissioning and referral process
- f) A curriculum offer that prioritises academic achievement, especially in English and maths
- f) A personalised approach through a range of pathways at each key stage
- g) Ensuring that accreditation is meaningful, relevant and transferable to enable young people to move forward successfully into post 16 provision or employment with training

2.6 The strategic group carried out a survey of high schools about their use of alternative provision in the Summer Term 2014 and this in turn raised a number of issues which needs to be addressed. These issues include the need for:

- a) Clarity regarding the purpose of the existing AP offer
- b) Greater consistency in school approaches to quality assurance
- c) More early intervention programmes
- d) More reintegration and transition support for pupils
- e) Bespoke/personalised pathways for pupils
- f) An AP directory to include local AP offer.

2.7 As the response to the survey in the Summer Term 2014 was limited a further data collection exercise is taking place with schools in the Autumn Term 2014 and this will be further reported on in the Spring Term 2015.

2.8 In response to the recommendations of the Strategic Review and the findings of the strategic group it was agreed to carry out a consultation with schools and key partners to determine the most appropriate model for the provision of alternative education provision. It is intended to commence this consultation with schools and partners before Christmas 2014 until the half term of the Spring Term 2015 to allow schools, governors and partners an opportunity to look at the proposed models put forward for consideration. A copy of the consultation document, which sets out the detail of the proposed models, will be emailed to members of the Attainment Sub Committee at the same time it is sent to schools and partners, for information.

2.9 In summary, the consultation puts forward three models for AP delivery for consideration.

- The first model proposes that the existing Pupil Referral Unit which is soon to become an academy (sponsored by the Sefton Education Trust), becomes a hub of delivery, not only for those pupils permanently excluded from school but as a commissioning agent for additional provision for their pupils and for other school pupils too.

- The second model devolves the responsibility to purchase AP for their pupils, to school partnerships. The Pupil Referral Unit as an academy would continue to support pupils permanently excluded from school or at risk of permanent exclusion.
- The third model devolves a greater responsibility to the Council to directly commission AP. Again this recognises the continuance of the PRU as an academy early in the New Year.

2.10 The outcome of the consultation will be reported to Members together with formal proposals about future provision.

3.0 RELEVANT RISKS

3.1 The Council has a statutory responsibility to work in partnership with schools to provide alternative education for pupils permanently excluded from school and those at risk of permanent exclusion from school. Both the Council and schools have a statutory responsibility to ensure that alternative providers are appropriately qualified to comply with those standards expected to provide suitable education for children and young people and that the appropriate registrations are in place. Although some providers are compliant with statutory standards not all are fully compliant. This work will ensure that the commissioning arrangements in the future by both the Council and schools will ensure that suitable educational providers are identified to meet children and young people's needs.

4.0 OTHER OPTIONS CONSIDERED

4.1 A range of options are included within the consultation document.

5.0 CONSULTATION

5.1 The consultation will commence in the first week of December 2014 and end at half term in the Spring Term 2015. Key Council services, schools, governors and those bodies represented by the Children's Trust and Members will be consulted.

6.0 OUTSTANDING PREVIOUSLY APPROVED ACTIONS

6.1 None

7.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

7.1 Some of these groups, may in future, become providers of alternative education.

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

8.1 Alternative Provision is part of high needs provision and is funded from within the Schools Budget. It is not Council funded. There are 80 places provided at each of the Pupil Referral Unit and Wirral Hospital School. The combined cost of this provision at Key Stage 3 and Key Stage 4 is £2.5m a year. In addition, home schools will provide additional resources for a number of pupils, this is usually linked to pupil funding.

9.0 LEGAL IMPLICATIONS

9.1 The Council has a statutory obligation to make suitable education provision for pupils permanently excluded from school.

10.0 EQUALITIES IMPLICATIONS

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

(a) Yes and 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 None identified.

12.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

12.1 None identified.

13.0 RECOMMENDATION/S

13.1 To note the contents of this report

14.0 REASON/S FOR RECOMMENDATION/S

14.1 The Council has a responsibility to review its arrangements for the provision of suitable alternative education. This work will ensure a greater confidence for parents, pupils and schools in the quality and quantity of alternative education in the future.

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APPENDICES

BACKGROUND PAPERS/REFERENCE MATERIAL

BRIEFING NOTES HISTORY

Briefing Note	Date

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SUBJECT HISTORY (last 3 years)

Council Meeting	Date

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