



**Oversight and Governance**

Chief Executive's Department  
Plymouth City Council  
Ballard House  
Plymouth PL1 3BJ

Please ask for Democratic Advisor

T 01752 305155

E [www.plymouth.gov.uk](http://www.plymouth.gov.uk)

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## **Education and Children's Social Care Overview and Scrutiny Committee**

Wednesday 13 March 2019

2.00 pm

Warspite Room, Council House

**Members:**

Councillor Mrs Beer, Chair

Councillor Murphy, Vice Chair

Councillors Buchan, Goslin, Mrs Johnson, Samantha Leaves, R Smith, Tuohy and Winter.

**Parent Governor Representative:**

Mrs Nicky Williams

Members are invited to attend the above meeting to consider the items of business overleaf.

This meeting will be webcast and available on-line after the meeting. By entering the Warspite room, councillors are consenting to being filmed during the meeting and to the use of the recording for the webcast.

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**Tracey Lee**

Chief Executive

# Education and Children's Social Care Overview and Scrutiny Committee

## 1. Apologies

To receive apologies for non-attendance submitted by Councillors.

## 2. Declarations on Interest

Councillors will be asked to make any declarations of interest in respect of items on the agenda.

## 3. Minutes (Pages 1 - 8)

To confirm the minutes of the previous meeting held on 6 February 2019.

## 4. Chair's Urgent Business

To receive reports on business which in the opinion of the Chair, should be brought forward for urgent consideration.

## 5. Progress Report on School Standards: (Pages 9 - 12)

5a. Raising Standards/Attainment Levels (Pages 13 - 22)

5b. Regional Schools Commissioner (Pages 23 - 24)

5c. The Plymouth Oracy Project (Pages 25 - 28)

5d. The Plymouth Challenge Update (Pages 29 - 32)

## 6. OFSTED Inspection of Children, Young People and Families Service - to follow:

## 7. Together for Childhood Update - to follow:

## 8. Work Programme: (Pages 33 - 36)

## 9. Tracking Resolutions: (Pages 37 - 40)

## Education and Children's Social Care Overview and Scrutiny Committee

**Wednesday 6 February 2019**

### **PRESENT:**

Councillor Mrs Beer, in the Chair.

Councillor Murphy, Vice Chair.

Councillors Mrs Bridgeman (substitute for Councillor Mrs Johnson), Buchan, Goslin, Michael Leaves (substitute for Councillor R. Smith), Samantha Leaves, Tuohy and Winter.

Apologies for absence: Nicky Williams and Councillors Mrs Johnson and R. Smith.

Also in attendance: Councillor Jon Taylor (Cabinet Member for Education, Skills and Transformation), Judith Harwood (Service Director for Education, Participation & Skills), David Bowles (Head of Education, Participation & Skills), Jo Siney (Head of Special Education Needs & Disability), Sue McDonald (Cabinet Member for Children & Young People), Neelam Bhardwaja (Service Director for Children, Young People & Families) and Helen Rickman (Democratic Advisor).

The meeting started at 2.00 pm and finished at 4.00 pm.

*Note: At a future meeting, the Panel will consider the accuracy of these draft minutes, so they may be subject to change. Please check the minutes of that meeting to confirm whether these minutes have been amended.*

### 33. **Declarations of Interests**

The following declarations of interest were made by Members in accordance with the code of conduct:

<b>Member</b>	<b>Subject</b>	<b>Reason</b>	<b>Interest</b>
Councillor Sam Leaves	Minute 37	Her daughter has a EHCP and can be absent from school due to her disability.	Private
Councillor Mrs Bridgeman	Minute 37	She is a Governor at Torbridge Primary School	Personal

### 34. **Minutes**

Agreed the minutes of the 28 November 2018 Education & Children's Social Care Overview and Scrutiny Committee as an accurate record of the meeting.

### 35. **Chair's Urgent Business**

There were no items of Chair's Urgent Business.

36. **The Plymouth Challenge**

Councillor Jon Taylor (Cabinet Member for Education, Skills and Transformation), Judith Harwood (Service Director for Education, Participation & Skills) and David Bowles (Head of Education, Participation & Skills) provided a brief overview of The Plymouth Challenge.

The following key points were highlighted to Members:

- (a) the aspiration strand was one of three strands in The Plymouth Challenge and this was the main strand the Council was responsible for moving forward. The steering group had been set up with membership from officers of the council, head teachers and careers specialists;
- (b) the work plan had been drafted and focused on 4 key areas including improving careers education, independent advice and guidance, increasing opportunities for employers to support young people, developing support for vulnerable young people and developing approaches to communications to present positive stories for education and well as the challenges;
- (c) the STEM agenda had a set of ambitious targets; whilst the work for this sat under the STEM plan it was recognised that progress should not be made in isolation as the work heavily linked to the aspiration agenda;
- (d) as part of the work programme, officers had been trying to link work together to be most effective with resources; the STEM work programme had been linked to lots of fun activities, linked to schools which were universal, funded or linked to specific schools.

In response to questions raised it was reported that –

- (e) the steering group had met once and agreed their terms of reference and four broad areas of work as part of a detailed work plan;
- (f) Gatsby benchmarking was a specific set of criteria of a careers service that schools and the Local Authority should be working towards; the full list of Gatsby benchmarking criteria would be provided to Members;
- (g) secondary school head teachers were responsible for the leadership of the other strands of The Plymouth Challenge;
- (h) officers were working with the Joseph Rowntree Foundation, Esmée Fairbairn Foundation and were linked in to the regional project led by the Teaching School Council and Regional School's Commissioner in order to help raise aspirations of disadvantaged pupils;
- (i) children that received home education were checked by the local authority to ensure they were receiving an appropriate education and that they were safeguarded; the local authority didn't provide materials or information about initiatives to elective home educated pupils as they were, by law, outside of the

mainstream system;

- (j) private schools were not asked to participate in The Plymouth Challenge; the Local Authority had a role to provide advice if contacted by a private school but did not actively engage;
- (k) the University of Plymouth was already involved in raising aspirations as part of The Plymouth Challenge.

Agreed that –

- 1. the Gatsby benchmarking criteria would be provided to Members;
- 2. the Plymouth Challenge would be included on the work programme to be discussed at a future meeting.

37. **School Attendance**

Councillor Jon Taylor (Cabinet Member for Education, Skills and Transformation), Judith Harwood (Service Director for Education, Participation and Skills), David Bowles (Education, Participation & Skills) and Jo Siney (Head of Special Education Needs & Disability) presented the School Attendance item.

The key points highlighted to Members included:

- (a) there was an overall trend in the increase of absence in schools across Plymouth; this data was monitored closely and was one of the top priorities to ensure that all school aged children received a suitable education;
- (b) illness accounted for the highest reason for absence in school and it was considered that this included anxiety and mental health issues;
- (c) a steering group was due to be set up to focus on a number of areas highlighted in the report including monitoring children offsite, a review of section 19 medical needs and exploring evidence based interventions to support school attendance.

In response to questions raised it was reported that –

- (d) young people that were absent from school due to reasons linked with their special educational needs or disability were monitored in the same way as any other school absence; the local authority worked with schools and families to assess and monitor reasons for absence and make allowances where necessary;
- (e) it was considered that there was a prevalence of anxiety and mental health conditions which were impacting levels of school absence;
- (f) the levels of absence in service children was not monitored specifically;
- (g) research suggested that 17 days absence at secondary school level would

impact one grade at GCSE level; when persistent absence was due to illness, the local authority would work with parents/ carers to assess if further support could be provided within the home setting;

- (h) officers that worked within both the attendance team and the SEND team were now aligned as one team with the aim to improve interventions;
- (i) schools were responsible for monitoring their own levels of bullying however the local authority was committed to ensure bullying didn't occur and would become involved in instances of casework and would work with both the school and family. It was acknowledged that some children may pretend to be ill because they didn't want to attend school because of bullying however this was very difficult for authorities to monitor as real reasons for absence could be hidden and academies were not obliged to pass this data onto the local authority;
- (j) figures relating to the numbers of pupils managing long term health conditions/ chronic conditions were increasing and this was having an effect on absence; the benchmark for persistence absence was set at 90% therefore a pupil only needed to have half a day off a week regularly to be categorised as a persistent absentee;
- (k) the local authority did not monitor the levels of absenteeism specifically related to pupils that did not live near to their closest school or nearby to their allocated school;
- (l) officers did not monitor how many young people did not attend school on exam days due to bullying; this was not highlighted to the local authority as a significant issue and data was not received for this;
- (m) the local authority monitored data on young carers; this was something that was provided to the Education and Children's Social Care Overview and Scrutiny Committee as part of their work programme;
- (n) a number of schools throughout the city had changed their term dates to include an additional week of holiday in October 2019.

The Chair thanked officers and the Cabinet Member for their attendance and agreed the following:

1. to recommend that the local authority considers going out to consultation to amend school dates to include an additional week of holiday onto the October and May holidays, therefore reducing the summer break by two weeks;
2. to recommend that the council considers including a note at the bottom of letters sent out as a result of absenteeism, asking parents/ carers to consider if their child's absence was due to bullying and to signpost to support available;
3. for officers to investigate the feasibility of adding targeted signposting for bullying support on the council's social media platforms;

3. for officers to contact Plymouth academies and request data on absenteeism, specifically due to bullying;
4. for officers to provide data to Members regarding absenteeism as a result of a child attending a school which isn't their closest or is a distance away from home;
5. that the Education and Children's Social Care Overview and Scrutiny Committee offer an invitation to a Head teacher from both an academy and local authority school to discuss how they deal with bullying;
6. for officers to provide data to Members specifically regarding absenteeism linked to child carers and service children;
7. for officers to provide Members with data linked to persistent absenteeism, specifically due to mental health issues as well as waiting times for referrals to the CAMHS.

38. **High Cost Placements**

Sue McDonald (Cabinet Member for Children & Young People) and Neelam Bhardwaja (Service Director for Children, Young People & Families) presented the High Cost Placements report.

Key points highlighted to Members included:

- (a) the fact that all Councillors were corporate parents;
- (b) there were 413 children in care in Plymouth, with a further 265 children, considered 'children in need' in the community with a care plan; the scale of need coming forward was unprecedented and this was recognised nationally;
- (c) the council had a variety of pledges linked to this area, including the aim to reduce institutional placements, to promote fostering and adoption, and to try to help care leavers find apprenticeships within the Council; a decision was made by Council to also exempt care leavers from paying council tax;
- (d) it was considered that the main cause for the council having an overspent budget was due to the high cost of children's placements; approximately 88% of local authorities, 133 out of 152, were overspending on children's social care;
- (e) on 19 January 2019 the Auditor General commissioned a report into the state of children's social care services – this was commissioned by the Department for Education. Work was due to be completed in the Summer of 2019 however it was considered that the Department for Education lacked a clear pathway to achieve its goals;
- (f) the majority of children looked after by the council were supported by in-

house or independent fostering agencies; 413 children were in council care, with only 57 children making the high cost placements;

- (g) of the high cost placements, 35 young people were in residential placements and this included children with a disability; 3 young people were in secure accommodation and this was because they were either a risk to themselves or to others; and 19 young people were in supported living arrangements because they may be difficult to place for a variety of reasons or because a placement had failed;
- (h) the local authority's budget for children's social care was £8, 284,000 however the spend was currently £12,237,000.

In response to questions raised it was reported that –

- (i) young people were sometimes placed out of Plymouth for their own wellbeing and safeguarding or because specialist provision was not available in the city; the aim was for children to be placed at in-house provision, or independent fostering sector;
- (j) Members would be provided with specific figures, for this financial year, regarding the numbers of specialist residential placements that were required;
- (k) the council had access to different funds and grants, including the Disabled Facilities Grant, to help support children with disabilities and who required specialist provision; it was highlighted that some families may not want specialist provision at home for a multitude of reasons therefore children were required to be placed out of their home setting;
- (l) the weekly rate for children's social care was radically different from the budgeted amount and this was due to the complexity of care required, the increase in the cost of care and the demand on the budget;
- (m) complexities of cases had increased and lots of cases were linked to mental health issues and substance abuse; the council was trying to develop its early help offer to stop them escalating.
- (n) officers worked well with health colleagues within the current policies in place however policies were now being looked at with a focus on financial contributions.

Under this item the Chair highlighted that the cost of placements had increased by approximately 13% and this was having a huge impact on the Council's budget.

Members noted the update and thanks Neelam and Councillor McDonald for their attendance.

### 39. **Work Programme**

Members agreed to –

- I. include the School Readiness Review to their work programme to receive a



progress update at a future meeting;

2. noted the work programme.

40. **Tracking Resolutions**

Members noted the tracking resolutions document.

Under this item Councillors Buchan and Tuohy raised their thanks to officers for Gateway and Hub visit.

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**PLYMOUTH CITY COUNCIL**

<b>Subject:</b>	Progress report on school standards
<b>Committee:</b>	Education and Children's Social Care Overview and Scrutiny Committee
<b>Date:</b>	13 March 2019
<b>Cabinet Member:</b>	Councillor McDonald (Cabinet Member of Children and Young People) Councillor Jon Taylor (Cabinet Member for Education, Skills and Transformation)
<b>CMT Member:</b>	Alison Botham (Director of Children's Services)
<b>Author:</b>	David Bowles (Head of Education)
<b>Contact details</b>	Tel: 01752 307149 email: david.bowles@plymouth.gov.uk
<b>Ref:</b>	JAH/DB
<b>Key Decision:</b>	No
<b>Part:</b>	I

**Purpose of the report:**

The following report has been prepared at the request of the Education and Children's Social Care Overview and Scrutiny Committee to provide members with an update on school standards. The report includes a report on the role of the Regional Schools Commissioner, the Plymouth Challenge, the Plymouth Oracy Project, validated school performance data and attainment across the city.

**Corporate Plan**

'A Caring Plymouth – 'Improved schools where pupils achieve better outcomes'.

**Implications for Medium Term Financial Plan and Resource Implications:  
Including finance, human, IT and land**

A small number of employees are involved in the development and co-ordination of school improvement activity across the system. This commitment is likely to increase as the Challenge embeds across the city and the action plan is finalised.

There are no financial implications arising from this advisory report.

**Other Implications: e.g. Child Poverty, Community Safety, Health and Safety and Risk Management:**

None for the purpose of this briefing report.

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**Equality and Diversity**

Has an Equality Impact Assessment been undertaken? This is not necessary as the report is a briefing on performance and activity.

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**Recommendations and Reasons for recommended action:**

For the Education and Children’s Social Care Overview and Scrutiny Committee to receive the report for consideration.

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**Alternative options considered and rejected:**

This is an advisory report only.

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**Published work / information:**

None for the purpose of this report.

**Background papers:**

None for the purpose of this report.

Title	Part I	Part II	Exemption Paragraph Number						
			1	2	3	4	5	6	7

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**Sign off:**

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Originating SMT Member <u>Judith Harwood</u>													
Has the Cabinet Member(s) agreed the contents of the report? Yes													

## Introduction

### 1. Update on Standards in Schools

This is a detailed overview of the performance of the city's children and pupils. It is based upon validated data and constitutes an update on a paper presented to Scrutiny in November 2018. The paper sets out results for the city as a whole, presented using both percentage and absolute figures. The paper also provides an update on the Ofsted judgements of our schools and the Department for Education's classification of schools in terms of performance.

In our primary school results are mixed. Many key performance indicators point to standards improving when compared to previous years. However, other indicators show a decline and many of our results are below national averages.

In secondary schools key results remain below national averages and show little signs of improvement. Across all key stages disadvantaged pupils perform less well than non-disadvantaged pupils (see **Appendix 1**).

### 2. Role of the Regional Schools Commissioner (RSC)

This paper sets out the key role and responsibilities of a Regional Schools Commissioner. There are six key responsibilities focused on tackling underperformance in schools and promoting the development of academies and free schools as a means of securing improvement in schools. The paper also explains the decision making process of the Regional Schools Commissioner and describes the how the Commissioner is working with Plymouth schools (see **Appendix 2**).

### 3. Plymouth Oracy Project

This is a school improvement initiative designed to improve the speech and language skills of pupils in the city. It is co-ordinated by the Plymouth Teaching School Alliance (PTSA). It involves a large number of primary schools across the city and involves a professional development programme for teachers; school to school support to develop oracy teaching and learning opportunities; providing a resources pack and establishing an Oracy network to encourage teachers to share ideas (see **Appendix 3**).

### 4. Plymouth Challenge Update

This provides a summary of the progress made by schools involved in the Plymouth Challenge. It concentrates on two of the three main work streams of the Challenge namely, improving school leadership and raising standards in schools. It builds upon the update on the Challenge provided in January, 2019 (see **Appendix 4**).

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## **APPENDIX I - Standards in Schools, 2018 (validated data)**



### **Introduction:**

This report is structured by key stage and contains a summary of schools' performance across the city. It begins with an overview of results for 2018 and then provides a more detailed analysis of results making comparisons (where possible) with results in 2017 and with performance nationally.

It also contains information on the number of schools judged to be below the government's floor standards and the number judged to be 'coasting'. It provides the latest information on the proportion of schools judged to be good or better.

### **Headlines for 2018:**

Teacher assessment, test and examination results show a mixed picture in the authority. The proportion of children reaching the expected standard by the end of Reception Year shows a rise on 2017 and continues a rising trend begun 2016. However, results in the 'areas of learning' that make up GLD show significant variation.

The percentage of pupils passing the test in phonics has increased by 2% (41 more pupils) this year and is now in line with the national average having been below the national average in 2017. By the end of KS1 results are mixed, with a fall in those reaching the expected standard in reading, but an increase in those reaching the expected standard in writing and maths when compared to 2017. Results in all three subjects are below national averages.

At KS2, the proportion of pupils achieving the expected standards in reading, writing and maths shows an improvement on the figure for 2017. Standards in reading and writing have increased, remained the same in maths and fallen in grammar, punctuation and spelling. All results are below their national counterparts.

It is also important to note that girls outperform boys in all subjects at KS1. However, at KS2 girls perform less well compared to boys in maths. From 2017 to 2018 at KS2 reading, writing and maths combined the gender gap has increased. Disadvantaged children and pupils continue to attain less well than non-disadvantaged children and pupils. Again, this is true across all key stages and in all subjects and in many instances the gaps in attainment have grown when compared to 2017.

The proportion of pupils achieving the higher standards at KS1 in all three subjects remain below national averages. This is also the case at the end of KS2.

By the end of KS4 pupils, overall, attain less well than pupils nationally. Key measures of performance show that pupils' attainment remains below national average and this is officially recognised by the Department for Education. In some key measures attainment levels have fallen when compared to 2017.

Girls' attainment is often higher than boys and disadvantaged pupils, in general, attain less well than non - disadvantaged pupils.

The progress made by pupils overall, is less than similar pupils nationally. This is also the case for disadvantaged pupils.

With regards to Post 16 performance there exists a large number of qualifications gained by students. However, in general, there is a consistent picture. In some instances performance has declined when compared to 2017 and in others there has been an increase. In many key measures used performance in 2018 compares unfavourably when placed against national performance.

### **More detailed analysis:**

#### **Early Years Foundation Stage (EYFS)**

##### **(Teacher assessment of five year olds published at the end of Reception Year)**

- 1.1 The percentage of 5 year olds reaching a 'Good Level of Development' (GLD – having the essential skills, knowledge and understanding to be ready for starting the National Curriculum increased by a little under 2% on 2017 and now stands at 67.9%. In 2017 this was 2,077 out of 3,155 pupils; 2018 this was 2,047 out of 3,013 pupils.
- 1.2 Plymouth's results are 3.6% below the national average. In 2017, Plymouth's results were 5% below the national average and therefore, the gap in attainment between the city and the national situation has narrowed (the gap of 5% was also evident in 2016.)
- 1.3 In 2018 the 'strongest' areas of learning were Expressive Arts and Design, Personal Development and Understanding the World. The weakest areas were Literacy, Maths and Communication and Language. This pattern of performance is very similar to the picture in 2017.
- 1.4 The percentage of girls reaching a 'good level of development' is 74.5% (1,109 out of 1,484). This is 13.1% higher than the figure for boys (938 out of 1,529). 171 more girls achieved GLD than boys. The gap nationally is 13.5%. Compared to 2017, the 'gender gap' in the city has narrowed by 1.9%. The number of boys achieving GLD in 2017 was 951 out of 1,625 compared to 1,126 out of 1,530 for girls. During the same time the gap nationally has narrowed by 0.2%.
- 1.5 Children who qualify as Pupil Premium attain less well than those who do not qualify as Pupil Premium. In terms of the percentage of children achieving a Good Level of Development, the gap in attainment is 15% for Pupil Premium (the FSM gap is 23%). In 2018 439 pupils in receipt of PP achieved GLD out of 768 compared to 1,608 out of 2,245 for those pupils not in receipt of PP. The FSM gap nationally in 2018 was 17%. In 2017, the gap for Pupil Premium in the city equalled 12% and therefore, the PP/non PP gap widened during 2018. In 2017 469 pupils in receipt of PP achieved GLD out of 819 compared to 1,608 out of 2,336 for those pupils not in receipt of PP.

### **Key Stage 1**

#### **(Year 1 Phonics Reading Test and Teacher Assessment of 7 year olds, reported at the end of the infant stage).**

- 2.1 The Year 1 Phonics Test measures the ability of 6 year olds to decode text using phonic knowledge. In 2018 the percentage of pupils reaching the necessary standard increased to 82% (2,550 out of 3,118 pupils). This represents a 2% increase on the result for 2017 (2,509 out of 3,124 pupils). The national figure in 2018 is 82%. We have been successful in eliminating a small gap that existed in 2017 i.e. 1%.
- 2.2 The percentage of girls reaching the required standard in Phonics is 85% (1,283 out of 1,507) and for boys it is 79% (1,267 out of 1,611). The girls' % result is equal to that for 2017 (1,280 out of 1,514). However, the boys' results shows a 3% increase on 2017 (1,229 out of 1,610) thus narrowing the gap between girls and boys. The gap nationally between boys and girls is 7% in 2018 and in 2017 it was 7%.
- 2.3 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils. The gap in attainment is 11%. This represents a narrowing in the gap of 1% compared to 2017. In



2018 690 pupils in receipt of PP achieved the required standard in Phonics out of 930 compared to 1,860 out of 2,188 of pupils not in receipt of PP. In 2017 666 pupils in receipt of PP achieved the required standard in Phonics out of 925 compared to 1,843 out of 2,199 of pupils not in receipt of PP.

- 2.4 At the end of KSI the proportion of pupils reaching the expected standard in reading is 72% (2,247 out of 3,120). This represents a 1% fall on the 2017 figure (2,199 out of 3,023). The national figure for 2018 is 75% and for 2017 it is 76%. Thus the gap in attainment between the city and the national situation has not narrowed.
- 2.5 The proportion of girls reaching the required standard in reading for 2018 is 79% (1,182 out of 1,504) which is 13% higher than for boys (1,065 out of 1,616). The number of girls reaching the required standard in reading for 2017 was 1,157 out of 1,487 compared to 1,042 out of 1,536 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 10% and nationally, 9%. The gender gap in the city has grown since 2017 and has grown when compared to the national picture.
- 2.6 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading. The gap in attainment is 14%. This represents an increase of 2% in the gap compared to 2017. In 2018 635 pupils in receipt of PP achieved the required standard in reading out of 1,017 compared to 1,612 out of 2,103 of pupils not in receipt of PP. In 2017 680 pupils in receipt of PP achieved the required standard in reading out of 1,052 compared to 1,519 out of 1,971 of pupils not in receipt of PP.
- 2.7 At the end of KSI the proportion of pupils reaching the expected standard in writing is 67% (2,097 out of 3,120). This represents a 2% increase on the 2017 figure (2,199 out of 3,023). The national figure for 2018 is 70% and for 2017 it was 68%. Thus, the gap in attainment between the city and the national situation has not narrowed.
- 2.8 The proportion of girls reaching the required standard in writing for 2018 is 76% (1,136 out of 1,504) which is 16% higher than for boys (961 out of 1,616). The number of girls reaching the required standard in writing for 2017 was 1,090 out of 1,487 compared to 827 out of 1,536 for boys. Nationally, the gender gap in 2018 is 14%. In 2017 the gender gap for the city was 16% and nationally, 13%. The gender gap in the city has remained the same since 2017 and has narrowed when compared to the national picture.
- 2.9 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing. The gap in attainment is 15%. This represents an increase of 2% in the gap compared to 2017. In 2018 578 pupils in receipt of PP achieved the required standard in Writing out of 1,017 compared to 1,519 out of 2,103 of pupils not in receipt of PP. In 2017 592 pupils in receipt of PP achieved the required standard in Writing out of 1,052 compared to 1,370 out of 1,971 of pupils not in receipt of PP.
- 2.10 At the end of KSI the proportion of pupils reaching the expected standard in maths is 73% (2,266 out of 3,120). This represents a 1% increase on the 2017 figure (2,177 out of 3,023). The national figure for 2018 is 76% and for 2017 it was 75%. Thus, the gap in attainment between the city and the national situation has not narrowed.
- 2.11 The proportion of girls reaching the required standard in maths for 2018 is 75% (1,126 out of 1,504) which is 4% higher than for boys (1,140 out of 1,616). The number of girls reaching the required standard in maths for 2017 was 1,096 out of 1,487 compared to 1,081 out of 1,536 for boys. Nationally, the gender gap in 2018 is 2%. In 2017 the gender gap for the city was 4% and nationally, 2%. The gender gap in the city has remained the same since 2017 and has not narrowed when compared to the national picture.
- 2.12 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths. The gap in attainment is 14%. This represents a decrease of 1% in the gap compared to 2017. In 2018 643 pupils in receipt of PP achieved the required standard in Maths out of 1,017

compared to 1,623 out of 2,103 of pupils not in receipt of PP. In 2017 666 pupils in receipt of PP achieved the required standard in Maths out of 1,052 compared to 1,511 out of 1,971 of pupils not in receipt of PP.

- 2.13 In terms of the proportion of pupils reaching the 'greater depth' standards at KSI, in reading, writing and maths the percentages are 19% (603 out of 3,120), 13% (329 out of 3,120) and 16% (504 out of 3,120) respectively. In 2017, the percentage figure for reading was 19% (580 out of 3,023), 12% (374 out of 3,023) for writing and 15% (454 out of 3,023) for maths. Therefore, some limited improvement has taken place.
- 2.14 Nationally in 2018, the proportion of pupils reaching the 'greater depth' standards are 26% for reading, 16% for writing and 22% for maths. Therefore, adverse gaps exist in all three subjects when comparing the city's performance to the national picture. When compared to 2017, such gaps have in reading and writing have narrowed.
- 2.15 The proportion of girls reaching the 'greater depth' in reading is 22% for 2018 (332 out of 1,504) which is 5% higher than for boys (271 out of 1,616). The number of girls reaching the 'greater depth' in reading for 2017 was 330 out of 1,487 compared to 250 out of 1,536 for boys. Nationally, the gender gap in 2018 is 7%. In 2017 the gender gap for the city was 6% and nationally, 7%.
- 2.16 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading at 'greater depth' standard. The gap in attainment is 9%. This represents a decrease of 2% in the gap compared to 2017. In 2018 136 pupils in receipt of PP achieved the 'greater depth' in reading out of 1,017 compared to 467 out of 2,103 of pupils not in receipt of PP. In 2017 125 pupils in receipt of PP achieved the 'greater depth' in reading out of 1,052 compared to 455 out of 1,971 of pupils not in receipt of PP.
- 2.17 The proportion of girls reaching the 'greater depth' standard in writing is 16% for 2018 (245 out of 1,504) which is 7% higher than for boys (147 out of 1,616). The number of girls reaching the 'greater depth' in writing for 2017 was 238 out of 1,487 compared to 136 out of 1,536 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 7% and nationally, 9%.
- 2.18 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing at 'greater depth' standard. The gap in attainment is 6%. This represents a decrease of 1% in the gap compared to 2017. In 2018 85 pupils in receipt of PP achieved the 'greater depth' in writing out of 1,017 compared to 307 out of 2,103 of pupils not in receipt of PP. In 2017 80 pupils in receipt of PP achieved the 'greater depth' in writing out of 1,052 compared to 294 out of 1,971 of pupils not in receipt of PP.
- 2.19 The proportion of girls reaching the 'greater depth' standard in maths is 14% in 2018 (216 out of 1,504) which is 4% lower than for boys (288 out of 1,616). The number of girls reaching the 'greater depth' in maths for 2017 was 187 out of 1,487 compared to 267 out of 1,536 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 4% and nationally, 3%.
- 2.20 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths at 'greater depth' standard. The gap in attainment is 7%. This represents a decrease of 1% in the gap compared to 2017. In 2018 116 pupils in receipt of PP achieved the 'greater depth' in maths out of 1,017 compared to 388 out of 2,103 of pupils not in receipt of PP. In 2017 105 pupils in receipt of PP achieved the 'greater depth' in maths out of 1,052 compared to 349 out of 1,971 of pupils not in receipt of PP.

## Key Stage 2

### (Statutory mainly marked assessments of 11 year olds mainly reported at the end of the junior phase)

- 3.1 The results for the expected standards in reading, writing and maths combined, increased by 3% on the figure for 2017 (1,641 out of 2,723) and now stands at 63% (1,801 out of 2,882). The national figure for 2018 is 65%. The gap between the city's figure and the national figure was 1% in 2017 and therefore, the gap between the city and nationally has grown.
- 3.2 The proportion of girls reaching the expected standard in reading, writing and maths combined is 69% for 2018 (966 out of 1,407) which is 12% higher than for boys (835 out of 1,475). In 2017 the number of girls reaching the expected standard in reading, writing and maths combined was 850 out of 1,336 compared to 791 out of 1,387 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 7% and nationally, 8%. The gender gap in the city has grown since 2017.
- 3.3 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in terms of reaching the expected standard in reading, writing and maths combined. The gap in attainment is 14%. This represents a decrease of 3% in the gap compared to 2017. In 2018 647 pupils in receipt of PP achieved the expected standard in reading, writing and maths combined out of 1,197 compared to 1,154 out of 1,685 of pupils not in receipt of PP. In 2017 588 pupils in receipt of PP achieved the expected standard in reading, writing and maths combined out of 1,164 compared to 1,053 out of 1,559 of pupils not in receipt of PP.
- 3.4 The proportion of pupils reaching the expected standard in reading is 73% (2,098 out of 2,882). This represents a 3% increase on the 2017 figure (1,913 out of 2,723). The national figure for 2018 is 76% and for 2017 it is 71%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.5 The proportion of girls reaching the required standard in reading is 78% in 2018 (1,091 out of 1,407) which is 10% higher than for boys (1,007 out of 1,475). The number of girls reaching the required standard in reading for 2017 was 969 out of 1,336 compared to 944 out of 1,387 for boys. Nationally, the gender gap in 2018 is 8%. In 2017 the gender gap for the city was 4% and nationally, 7%. The gender gap in the city has grown since 2017.
- 3.6 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reading. The gap in attainment is 12%. This represents a decrease of 2% in the gap compared to 2017. In 2018 789 pupils in receipt of PP achieved the expected standard in reading out of 1,197 compared to 1,309 out of 1,685 of pupils not in receipt of PP. In 2017 722 pupils in receipt of PP achieved the expected standard in reading out of 1,164 compared to 1,191 out of 1,559 of pupils not in receipt of PP.
- 3.7 The proportion of pupils reaching the expected standard in writing is 76% (2,177 out of 2,882). This represents a 2% increase on the 2017 figure (2,035 out of 2,723). The national figure for 2018 is 79% and for 2017 it was 76%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.8 The proportion of girls reaching the required standard in writing is 82% for 2018 (1,151 out of 1,407) which is 12% higher than for boys (1,026 out of 1,475). The number of girls reaching the required standard in reading for 2017 was 1,073 out of 1,336 compared to 962 out of 1,387 for boys. Nationally, the gender gap in 2018 is 12%. In 2017 the gender gap for the city was 11% and nationally, 12%. The gender gap in the city has grown since 2017.
- 3.9 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in writing. The gap in attainment is 13%. This represents a decrease of 2% in the gap compared to 2017. In 2018 816 pupils in receipt of PP achieved the expected standard in writing out of 1,197

compared to 1,361 out of 1,685 of pupils not in receipt of PP. In 2017 769 pupils in receipt of PP achieved the expected standard in writing out of 1,164 compared to 1,266 out of 1,559 of pupils not in receipt of PP.

- 3.10 The proportion of pupils reaching the expected standard in maths is 73% (2,096 out of 2,882). This figure is equal to the figure for 2017 (1,995 out of 2,723). The national figure for 2018 is 76% and for 2017 it was 75%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.11 The proportion of girls reaching the required standard in maths is 75% in 2018 (1,047 out of 1,407) which is 3% higher than for boys (1,049 out of 1,475). The number of girls reaching the required standard in maths for 2017 was 982 out of 1,336 compared to 1,013 out of 1,387 for boys. Nationally, there is no gender gap. In 2017 the gender gap for the city was 1% and nationally 1%. The gender gap in the city has grown since 2017.
- 3.12 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in maths. The gap in attainment is 13%. This represents a decrease of 4% in the gap compared to 2017. In 2018 778 pupils in receipt of PP achieved the expected standard in maths out of 1,197 compared to 1,318 out of 1,685 of pupils not in receipt of PP. In 2017 738 pupils in receipt of PP achieved the expected standard in maths out of 1,164 compared to 1,257 out of 1,559 of pupils not in receipt of PP.
- 3.13 The proportion of pupils reaching the expected standard in GPS is 75% (2,162 out of 2,882). This figure is 1% below the figure for 2017 (2,070 out of 2,723). The national figure for 2018 is 78% and for 2017 it was 77%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.14 The proportion of girls reaching the required standard in GPS is 80% in 2018 (1,127 out of 1,407) which is 9% higher than for boys (1,035 out of 1,475). The number of girls reaching the required standard in GPS for 2017 was 1,068 out of 1,336 compared to 1,002 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 8% and nationally 8%. The gender gap in the city has grown since 2017.
- 3.15 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in GPS. The gap in attainment is 10%. This represents a decrease of 7% in the gap compared to 2017. In 2018 826 pupils in receipt of PP achieved the expected standard in GPS out of 1,197 compared to 1,336 out of 1,685 of pupils not in receipt of PP. In 2017 770 pupils in receipt of PP achieved the expected standard in GPS out of 1,164 compared to 1,300 out of 1,559 of pupils not in receipt of PP.
- 3.16 The results for the proportion of pupils reaching the high standards in reading writing and maths combined, increased by 1% on the figure for 2017 (195 out of 2,723) and now stands at 8% (235 out of 2,882). The national figure for 2018 is 10%. The gap between the city's figure and the national figure was 2% in 2017 and therefore, the gap between the city and nationally has not grown.
- 3.17 The proportion of girls reaching the high standard in reading, writing and maths combined is 10% in 2018 (145 out of 1,407) which is 4% higher than for boys (90 out of 1,475). The number of girls reaching the high standard in reading, writing and maths combined for 2017 was 113 out of 1,336 compared to 82 out of 1,387 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 2% and nationally, 3%. The gender gap in the city has grown since 2017.
- 3.18 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in terms of reaching the high standard in reading, writing and maths combined. The gap in attainment is 5%. This represents a decrease of 1% in the gap compared to 2017. In 2018 63 pupils in receipt of PP reached the high standard in reading, writing and maths combined out of 1,197 compared to 172 out of 1,685 of pupils not in receipt of PP. In 2017 44 pupils in receipt of

PP reached the high standard in reading, writing and maths combined out of 1,164 compared to 151 out of 1,559 of pupils not in receipt of PP.

- 3.19 The proportion of pupils reaching the high standard in reading is 24% (705 out of 2,882). This figure is 2% above the figure for 2017 (608 out of 2,723). The national figure for 2018 is 28% and for 2017 it was 25%. Thus, the gap in attainment between the city and the national situation has increased.
- 3.20 The proportion of girls reaching the high standard in reading is 29% for 2018 (401 out of 1,407) which is 8% higher than for boys (304 out of 1,475). The number of girls reaching the high standard in reading for 2017 was 335 out of 1,336 compared to 273 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 6% and nationally 7%. The gender gap in the city has grown since 2017.
- 3.21 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in reading. The gap in attainment is 10%. This represents a decrease of 2% in the gap compared to 2017. In 2018 226 pupils in receipt of PP reached the high standard in reading out of 1,197 compared to 479 out of 1,685 of pupils not in receipt of PP. In 2017 180 pupils in receipt of PP reached the high standard in reading out of 1,164 compared to 428 out of 1,559 of pupils not in receipt of PP.
- 3.22 The proportion of pupils reaching the high standard in writing is 16% (464 out of 2,882). This figure is 2% above the figure for 2017 (377 out of 2,723). The national figure for 2018 is 20% and for 2017 it was 18%. Thus, the gap in attainment between the city and the national situation stayed the same.
- 3.23 The proportion of girls reaching the high standard in writing is 20% for 2018 (288 out of 1,407) which is 8% higher than for boys (176 out of 1,475). The number of girls reaching the high standard in writing for 2017 was 237 out of 1,336 compared to 140 out of 1,387 for boys. Nationally, the gender gap in 2018 is 10%. In 2017 the gender gap for the city was 8% and nationally 9%. The gender gap in the city has not increased.
- 3.24 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in writing. The gap in attainment is 9%. This represents an increase of 1% in the gap compared to 2017. In 2018 127 pupils in receipt of PP reached the high standard in writing out of 1,197 compared to 337 out of 1,685 of pupils not in receipt of PP. In 2017 105 pupils in receipt of PP reached the high standard in writing out of 1,164 compared to 272 out of 1,559 of pupils not in receipt of PP.
- 3.25 The proportion of pupils reaching the high standard in maths is 22% (628 out of 2,882). This figure is 2% above the figure for 2017 (559 out of 2,723). The national figure for 2018 is 24% and for 2017 it was 23%. Thus, the gap in attainment between the city and the national situation has narrowed.
- 3.26 The proportion of boys reaching the high standard in maths is 23% (343 out of 1,475) which is 3% higher than for girls (285 out of 1,407). The number of girls reaching the high standard in maths for 2017 was 244 out of 1,336 compared to 315 out of 1,387 for boys. Nationally, the gender gap in 2018 is 4%. In 2017 the gender gap for the city was 5% and nationally 3%. The gender gap in the city has narrowed.
- 3.27 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in maths. The gap in attainment is 7%. This represents a decrease of 6% in the gap compared to 2017. In 2018 214 pupils in receipt of PP reached the high standard in maths out of 1,197 compared to 414 out of 1,685 of pupils not in receipt of PP. In 2017 149 pupils in receipt of PP reached the high standard in maths out of 1,164 compared to 410 out of 1,559 of pupils not in receipt of PP.

- 3.28 The proportion of pupils reaching the high standard in GPS is 31% (890 out of 2,882). This figure is 2% above the figure for 2017 (783 out of 2,723). The national figure for 2018 is 35% and for 2017 it was 31%. Thus, the gap in attainment between the city and the national situation has grown.
- 3.29 The proportion of girls reaching the high standard in GPS is 36% in 2018 (507 out of 1,407) which is 10% higher than for boys (383 out of 1,475). The number of girls reaching the high standard in GPS for 2017 was 439 out of 1,336 compared to 344 out of 1,387 for boys. Nationally, the gender gap in 2018 is 9%. In 2017 the gender gap for the city was 8% and nationally 8%. The gender gap in the city has expanded.
- 3.30 Pupils who qualify for Pupil Premium attained less well than Non – Pupil Premium pupils in reaching the high standard in GPS. The gap in attainment is 8%. This represents a decrease of 9% in the gap compared to 2017. In 2018 311 pupils in receipt of PP reached the high standard in GPS out of 1,197 compared to 579 out of 1,685 of pupils not in receipt of PP. In 2017 224 pupils in receipt of PP reached the high standard in GPS out of 1,164 compared to 559 out of 1,559 of pupils not in receipt of PP.
- 3.31 In terms of average progress, progress scores remain positive for reading (+0.1), writing (+0.1) and maths (+0.2). In 2017 only the score for maths was positive i.e. +0.3. In 2018 1,441 out of 2,882 made positive progress in reading, 1,481 out of 2,882 made positive progress in writing and 1,435 out of 2,882 made positive progress in maths. In 2017 1,331 out of 2,723 made positive progress in reading, 1,298 out of 2,723 made positive progress in writing and 1,393 out of 2,723 made positive progress in maths.
- 3.32 In 2018 and 2017 girls' progress scores in reading and writing were positive but negative in maths. Boys' progress scores were negative in reading and writing, but positive in maths.

#### Key Stage 4.

##### **(Statutory external tests taken by pupils at the end of Year 11 – 15/16 Year olds)**

- 4.1 The Attainment 8 score of 44.1pts represents a fall of 0.4pts on the figure for 2017. The national figure for 2018 has increased to 46.6pts and therefore the gap between the city's figure and the national figure has increased.
- 4.2 The Attainment 8 score for girls is 46.8pts which is 5.3pts higher than boys. The gender national points gap is 5.5pts. In 2017 the gap between girls' and boys' attainment in the city was 5.0pts. The gender gap in the city has grown since 2017.
- 4.3 Pupils who qualify for Pupil Premium attain less well than Non Pupil Premium pupils. The gap in the Attainment 8 score is 8.2pts. In 2017 the gap was 10.1pts.
- 4.4 The average Progress 8 figure is -0.32. This represents an increase on the 2017 figure of -0.30. On average, pupils make less progress than similar pupils nationally.
- 4.5 The average Progress 8 figure for girls is -0.09 and for boys it is -0.54. Both boys and girls perform less well than their counterpart nationally. This situation also occurred in 2017.
- 4.6 Pupil Premium pupils make less average progress when compared to all pupils nationally. This was also the case in 2017. However the gap between Pupil Premium and the National average has narrowed.
- 4.7 The average progress figure in English is -0.37. This represents an increase on the 2017 figure of -0.31.
- 4.8 Progress for girls in 2017 for English was 0.1 compared to 0.0 in 2018. Progress for boys in 2017 for English was -0.7 compared to -0.7.

- 4.9 Pupil Premium pupils make less progress than Non Pupil Premium pupils in English when compared to all pupils nationally. This was also the case in 2017.
- 4.10 The average progress figure in Maths is -0.24. This represents a fall on the 2017 figure.
- 4.11 Progress for girls in 2017 for Maths was -0.3 compared to -0.3 in 2018. Progress for boys in 2017 for Maths was -0.2 compared to -0.2.
- 4.12 Pupil Premium pupils make less progress in maths than all pupils nationally. This was also the case in 2017. However the gap between Pupil Premium and the National average has narrowed.
- 4.13 The proportion of pupils achieving grades 4 – 9 in English and maths (Standard Pass) is 58.8% (1,458 out of 2,485 pupils). This represents a very small fall on the figure of 58.9% in 2017 (1,482 out of 2,517 pupils).
- 4.14 The percentage of girls achieving a standard pass in English and maths is 65.1% (790 out of 1,217 girls) compared to boys 52.8% (668 out of 1,268 boys). In 2018 the gender gap is 12.3%. This figure represents a growth in the gender gap compared to 2017.
- 4.15 Pupil premium pupils attain less well than Non Pupil Premium pupils in English and maths, grades 4 – 9. A 16.9% (570 pupils with PP out of 1,149 compared to 888 pupils out of 1,336 pupils without PP) gap exists in 2018. In 2017 the gap was 22.6% (376 pupils with PP out of 855 compared to 1,106 out of 1,662 pupils without PP). Therefore the gap has reduced by 5.7%.
- 4.16 The proportion of pupils achieving grades 5 – 9 in English and maths (Strong Pass) is 38.5% (956 out of 2,485 pupils). This represents a small increase on the figure of 38.1% (958 out of 2,517 pupils) in 2017. However it remains below the national average in 2018.
- 4.17 The percentage of girls achieving a strong pass in English and maths is 42.7% (518 out of 1,217 girls) compared to boys 34.6% (438 out of 1,268 boys). In 2018 the gender gap is 8.1%. This figure represents a growth in the gender gap compared to 2017. In both years attainment levels for girls and boys are below corresponding national figures.
- 4.18 Pupil premium pupils attain less well than Non Pupil Premium pupils in English and maths, grades 5 – 9. A 6.4% gap exists in 2018 (124 pupils with PP out of 1,149 compared to 230 out of 1,336 pupils without PP). In 2017 the gap was 13.6% (97 pupils with PP out of 855 compared to 415 out of 1,662 pupils without PP). Therefore the gap has reduced by 7.2%.

### Key Stage 5.

- 5.1 The average points score per entry was 29.36 in 2018. This is the accumulation of all the points from L3 qualifications ('A' Levels, BTECs etc.). This is a decrease of 1.69 compared to 2017 (31.05) and is below the 2018 national average (32.20).
- 5.2 The average points score per entry for A Level qualifications is 29.56. This is a decrease of 0.39 compared to 2017 (29.95) and is below the 2018 national average (32.35).
- 5.3 The percentage of pupils achieving at least 2 A Levels in 2018 is 70.1%. In 2017 this percentage was 67%. Therefore there has been an increase of 3.1% in 2018. The national percentage for 2018 is 76.3%.

### Below floor standards and schools in danger of being classified as 'coasting'.

**The floor standards are the minimum standards set by the government for schools and academies. Should a school fall below the floor standard there is an expectation that a rigorous plan for improvement is formulated and implemented as soon as is possible. Floor standards do not apply to infant schools, special schools. Independent schools, hospital schools, alternative provision or pupil referral units.**

The criteria for judging a primary school to be below the floor standards is where fewer than 65% of pupils meet the expected standard in reading, writing and maths combined, or if it fails to make sufficient progress in all three subjects. The measures for sufficient progress are: -5 in reading, -5 in writing and -7 in maths.

For secondary schools, a school is judged to be below the floor standard if its overall Progress 8 score is below -0.5 (and the upper band of its 95% confidence interval is below zero).

- 6.1 We have two primary schools that are below floor standards. In 2017 there was one primary school who failed to meet the floor standards.
- 6.2 We have four secondary schools that are below floor standards. In 2017 there were seven secondary schools who failed to meet the floor standard. (In 2016/17 UTC Plymouth and Plymouth Studio School were included in the measure, in 2017/18 the standards no longer included Key Stage 4 schools.)

**‘Coasting schools’ are those schools which have, year on year failed to push every pupil to reach their full potential. The government considers a school’s performance over three years to decide who is performing below a reasonable level of attainment and progress.**

- 6.3 We have two Primary schools that are judged to be coasting schools. In 2017, there were no primary schools judged to be coasting schools.
- 6.4 We have three secondary schools that are judged to be coasting schools. In 2017, there were three secondary schools judged to be coasting schools. (In 2016/17 UTC Plymouth and Plymouth Studio School were included in the measure, in 2017/18 the standards no longer included Key Stage 4 schools.)

#### **Ofsted.**

The most up to date figures show:

- 7.1 Across all our schools, 74.3% of schools are judged to be good or better (NA = 87.9%)
- 7.2 81.1% of primary schools are judged to be good or better (NA = 89.3%)
- 7.3 47% of secondary schools are judged to be good or better (NA = 80.3%).



## APPENDIX 2 - THE ROLE OF THE REGIONAL SCHOOLS COMMISSIONER



### What are Regional Schools Commissioners?

Regional Schools Commissioners (RSCs) are civil servants who are responsible for working with school leaders to take action in underperforming schools. Department for Education guidance explains that they act on behalf of the secretary of state for education and are supported and held to account by Headteacher Boards (HTBs), which are made up of 'outstanding' academy headteachers and sector leaders.

There are eight RSCs, each responsible for one of the eight English regions. They are appointed by the DfE on the basis of their "extensive knowledge of the education sector within their regions". They are usually experienced academy headteachers, chief executives of multi-academy trusts (MATs) or leaders in education.

### What are their responsibilities?

RSCs have six main responsibilities. They are:

- Intervening with under-performing academies and free schools to ensure that high quality support is commissioned to improve them quickly
- Tackling underperformance in maintained schools by providing them with support from a strong sponsor
- Working with the regional HTBs to approve the conversion of new academies
- Approving new sponsors and the creation of MATs
- Ensuring that the pipeline of outstanding free school proposers is secure and capable of delivering great new schools
- Taking decisions on changes to academies and free schools

RSCs do not intervene in schools themselves. Instead, they commission teaching schools, National Leaders in Education, MATs and other leaders in education to improve underperforming schools.

### How do RSCs make decisions?

RSCs decide whether intervention is necessary based on a school's inspection results and accountability measures for school performance. They are ultimately responsible for making decisions but decisions should be informed by the input of the HTBs.

When decisions are sensitive, raise issues of interpretation of government policy or relate to urgent safeguarding or extremism concerns, RSCs escalate them to the National Schools Commissioner or the relevant Minister.

### In Plymouth

In the SW (Including Plymouth) the RSC's office is focusing on:

- Inadequate schools being brokered into strong Trusts
- Underperforming Trusts' challenge and support. E.g. Commissioning expert advisers or emergency support
- Development of MAT to MAT system capacity building
- Support for MAT networks and use of self - assessment/peer coaching. E.g. the induction of new CEOs, Chairs networks.
- MAT reviews – with all Chairs and CEOs of Trusts (prioritised by need)
- Decisions about who joins which Trusts/Trust development and growth (Headteacher Board)

- Working with LAs, the Teaching School Council and the Diocese to develop wider school improvement system locally and regionally.
- The key priorities for the RSC in the South West are:
  - Improving school leadership at all levels.
  - Raising standards in maths.
  - Improving the oracy skills of children especially in the early years.
  - Improving the performance of disadvantaged and special needs students.
  - Making sure that professional development opportunities and their outcomes are embed amongst school staff.

## APPENDIX 3 - PLYMOUTH ORACY PROJECT



### 1.0 Introduction to Plymouth Teaching School Alliance's Plymouth Oracy Project (from the DFE Strategic School Improvement Fund (SSIF) Application). The SSIF is a central government grant of £56 million designed to help schools improve performance and raise attainment.

The Plymouth Oracy Project involves 31 eligible schools and 19 other schools across the city.

'Oracy is what the school does to support the development of children's capacity to use speech to express their thoughts and communicate with others, in education and in life.' (Alexander, 2016 cited in Menzies and Millard, 2016).

Empirical evidence and local data identified a link between poverty, language development and learning. There is a causal relationship between oracy and progress and attainment, behaviour, social mobility, mental health, & parental engagement.

The project will improve teachers' theoretical and pedagogical understanding of dialogic talk for learning, with a particular focus on disadvantaged pupils' oracy development and educational outcomes. Other performance indicators include pupil attendance, maths reasoning, reading, writing, and, in the second phase, parental engagement.

We will draw from expertise from Oracy Cambridge, School 21, and experts who have led 'Language for Learning', Bradford and 'Talk of the Town', Stevenage. We will base the project on existing collaborative teaching projects across schools in Plymouth, S2S support through specially trained SLEs and external evaluation from Plymouth Marjon University. In addition, to promote a regional focus and prepare for scalability, SLEs will be trained from other TSAs so that Plymouth Teaching School Alliance can become an effective and active hub in the South West for oracy development.

The project adopts an expert input and collaborative research model ensuring cost-effectiveness and sustainability; the input is relatively low-cost; the collaboration and subsequent research/practice development projects will lead to long-term change in practice and forms the basis of up-scaling the project to a further 116 eligible schools who have expressed interest.

Funding will enable eligible schools to receive bespoke support through trained SLEs and expert practitioners, plus backfill to attend training and participate in collaborative projects. Plymouth Marjon University have offered cost-effective project evaluation and opportunities for some participants to engage with further research and Masters accreditation with a reduced fee.

### 1.1 The Plymouth Oracy Project Actions to Date

All actions are on track to be completed by the end of the project in April 2019 and all milestones have been achieved. During the last monitoring feedback submission, the DFE have rated the project as green and are therefore happy with the successes and outcomes to date.

All CPD delivery has been completed for both primary and secondary schools. This has received very positive evaluations throughout the whole of the project, however these have improved even further in the secondary sector with the provision of secondary specific CPD events and a new secondary cluster has been formed.

The dissemination event is booked for 3<sup>rd</sup> April 2019 from 1pm and all schools have been invited to attend. As we have a room with capacity for 250 people, the invitation has now been shared for all schools across the city to attend. In addition to schools, the Local Authority, DFE, and some Teaching School Leads are attending. The Education Minister and Regional Schools Commissioner have also been invited but attendance is yet to be confirmed. This event will open with a key note from Jean Gross and include project results from Plymouth Marjon University, as well as the launch of the new PTSA Oracy Hub (and associated training opportunities this can provide). This will also be disseminated at the Regional Teaching School meeting in February 2019.

#### Evidence Based Model Delivered:

- Regular, quality CPD provision from proven projects nationally
- Bespoke and directed School to School support from trained SLEs (Oracy Champions)
- Cluster Network Meetings
- The Plymouth Oracy Matrix (Assessment Document)
- An Oracy Resource Pack
- A range of activities for Primary, Secondary and Special Schools delivered from a research starting point.
- No scheme of work – every school is different.

### **1.2 The Plymouth Oracy Project Interim Outcomes**

- Accelerated CLL progress in EYFS, particularly speaking and listening. Disadvantaged pupils are making **more** progress and significantly closing the gap.
- Evidence of improved attendance in year groups where Oracy was a focus.
- Evidence in subject areas that disadvantaged pupils are making greater progress and therefore closing the attainment gap (especially writing at Primary, reading and maths at Secondary).
- Rapid progress in Oracy skills when assessed using the Plymouth Oracy Assessment Matrix.

As a result of these interim findings, 8 case study schools have been selected and Plymouth Marjon University are currently working with schools to present these case studies. The focus for the case studies include: Early Years, EAL, SEN, Across MAT collaboration, attendance, cross-curricular approaches, collaboration and pedagogy in secondary schools and parental engagement.

### **1.3 The Plymouth Oracy Project Future Plans**

There will be a new PTSA Oracy Hub which will be cross phase and separate EYFS/Primary/Secondary opportunities will be provided, as appropriate. A number of the PTSA SLE team, who are trained Oracy Champions, will support the hub, with PTSA leading the strategic hub board. Initial support will include a possible city-wide transition event in the summer term, developing further support with parental engagement and a further research project with EYFS and language development and acquisition.

How can schools and TSA/MATs become involved in Oracy development?

- PTSA have used knowledge and experience from the SSIFI Oracy project to develop an evidence based, one-year CPD offer to schools, that could be delivered on a large scale to MATs and TSA schools.
- This includes 5 CPD days, provision of published resources and an assessment support tool.
- Further SLE support can be provided to train other TSA SLEs to deliver bespoke Oracy support for schools involved in the CPD.
- Attendance at PTSA Oracy Hub Open Meetings and any related CPLD conferences.

#### I.4 Invitation to The Plymouth Oracy Project Dissemination Event



### CPLD Opportunity for all Plymouth School Phases: The Plymouth Oracy Project Dissemination Event

There is an opportunity for Plymouth Schools to join The Plymouth Oracy Project's Dissemination event on Wednesday 3<sup>rd</sup> April from 1pm at Plymouth Marjon University.

#### Key Information:

We are excited to announce that **Jean Gross** will provide a key note address at this PTSA Oracy event. Jean Gross is an education expert who has led many national initiatives aimed at improving the learning, attainment and wellbeing of disadvantaged children and those with special educational needs. Jean also has significant experience and expertise with communication and language and is a national expert within oracy development.

In addition to Jean's keynote, Plymouth Marjon University will be sharing the significant outcomes of the DFE SSIF funded oracy project, with the 30 eligible schools involved.

There will also be an opportunity to find out information about the new PTSA Oracy Hub and how your school can access research led, high-quality, proven Oracy CPLD from September 2019.

**Date:** Wednesday 3<sup>rd</sup> April 2019

**Time:** 1pm – 4.30pm

**Venue:** Desmond Tutu Centre, Plymouth Marjon University

Spaces at this CPLD event are extremely limited.

Please book your place on the booking link below to confirm your place now.

[www.plymouthteachingschool.co.uk/events/the-plymouth-oracy-project-dissemination-event/](http://www.plymouthteachingschool.co.uk/events/the-plymouth-oracy-project-dissemination-event/)

Please note: This event is **FREE OF CHARGE** but prior booking is essential.



Facilitating **collaboration** and **continually improving** educational standards.

<http://www.plymouthteachingschool.co.uk/events/the-plymouth-oracy-project-dissemination-event/>

#### I.5 The Plymouth Oracy Project Glossary of Terms

CLL	-	Communication, Language and Literacy
CPD Days	-	These Continuing Professional Development Days are the core learning days for teachers on the Plymouth Oracy Project. They are research led training days.
CPLD	-	Continuing Professional Learning Day
EAL	-	English as an Additional Language
EYFS	-	Early Years Foundation Stage
LLE	-	Local Leader of Education. A Headteacher of a good or outstanding school, with at least 3 years of experience, can apply to be an LLE.
MAT	-	Multi-Academy Trust
PTSA	-	Plymouth Teaching School Alliance
QA	-	Quality Assurance
S2S	-	School to School Support

- School 21 - A 4-18 school in Stratford, East London which has developed a series of pedagogies and approaches that give students the chance to find their voice and develop deep knowledge and understanding Oracy.
- SEN - Special Educational Need
- SLE/PLE - Specialist Leader of Education/ Plymouth Leader of Education
- SSIF - Strategic School Improvement Fund
- TSA - Teaching School Alliance

## APPENDIX 4 – PLYMOUTH CHALLENGE UPDATE



### Background

In February 2018 a Plymouth Challenge concept developed by the RSC office and the LA was presented to schools. It was well received and detailed action plans are now being formulated with many activities already in implementation along the themes of raising standards, leadership and aspiration. The work isn't directly funded and is led by schools

Following the first year of planning, the Challenge continues to develop with its three key work streams: raising standards, improving leadership and raising aspirations.

The coordination and governance of this work requires further development to maximise the impact of the three workstreams.

Three strands etc. launched February 2018 – much activity. Coordination and governance a challenge. Clear it is a school led project.

### Update on work done by Plymouth Secondary schools towards Plymouth Challenge

**Leadership Training:** All 19 of the Plymouth Secondary schools are now involved in the SSIF2 (Strategic School Improvement Fund) project (via PTSA Plymouth Teaching Schools Alliance) which includes each school sending for training one or two middle or senior leaders in the NPQSL (National Professional Qualification for Senior Leaders). Most schools have put 2 staff forwards for this and the one year training course is half way through completion. Staff have 3 face to face days and 3 weeks of after work on-line training and have to lead a whole school development project. In most cases in Plymouth these projects are aimed at improving the lot of disadvantaged students - in some cases also High Prior Attaining students - in some schools the focus is on boys within these groups in particular. Training is delivered by LSSW (Leading Schools South West). There will be a feedback conference to show case all of the work achieved later in the year. The NPQSL qualification is not a requirement for promotion to Senior Team leadership in schools but will be very helpful to the individuals in gaining interviews.

**Education Development Trust (EDT) Peer Reviews:** All 19 schools, along with some other Devon and Cornwall Secondaries have been matched in groups of 5 to undertake one day Peer Reviews of each others' schools. Many of these have now taken place - all will be by Easter. Heads and Deputies have been trained in how to undertake a Peer Review by EDT (Education Development Trust). We review in pairs and have a pre-meet then a one day review of a school, focusing on an issue that the Head of the Reviewed school has agreed in advance as being important to their development priority. Again most of the reviews focus on Disadvantaged students, High Prior Attainers, improvements in Teaching and Learning and/or the progress of boys in particular. After the Review an Improvement workshop is held with each school's leaders to focus on the findings of the review and how to implement the changes that the school decides to go ahead with. This project will be evaluated by PTSA later in the year and there is an external quality assurance process, led by National Leaders in Education, reported back to PTSA as part of the SSIF2 bid evaluation.

**PLT meetings:** PLT is Plymouth Learning Trust - the collective of Plymouth's Secondary schools Headteachers. A focus of every meeting this year and a standing agenda item is to discuss Plymouth Challenge. There are 6 full Board meetings per year and Plymouth Challenge progress is always discussed. There are additionally 6 PLT Executive meetings per year to which the Service Director for Education for PCC, DfE representatives and a representative each from Primary and Special

schools are invited for the first agenda item to specifically discuss Plymouth Challenge progress. The Executive of PLT involves 6 Headteachers, including 4 Headteachers who were originally on the Plymouth Challenge Steering Group so it has been expedient to adjust these meetings to enable the Steering Group to meet at this time. They offer a vehicle to pull the 3 strands of the Plymouth Challenge together and to consider external encouragement or pressure on Plymouth regarding Challenge from Ofsted, DfE, Ministers, Special Advisors etc.

**Aspiration/Careers strand of Plymouth Challenge:** a representative Headteacher from PLT Executive has joined with PCC officers and others to consider Careers and Aspiration development in the city's schools. There has been one initial meeting so far, with more dates planned.

### **The Raising Aspirations strand:**

This strand of work is led by the Local Authority and is essentially, in four parts:

- Improving careers education, advice and guidance
- Developing contact between schools and a number of stakeholders so that a city wide 'conversation' on education becomes a regular feature of the discourse. This includes a communication strand aimed at residents in order to engage them in the conversation and present positive stories about education as well as the challenges
- Increasing the opportunities for employers and partners to support young people
- Reaching into communities to support engagement and opportunities for family learning

A steering group for the raising aspirations strand has been established and is being led by the LA. Terms of Reference have been written and agreed and an action plan is being produced. The communication and careers work started in October 2018.

Regarding the careers element, it has been decided by the steering group that the Raising Aspirations Strand will concentrate on promoting the use of the 'Gatsby Benchmarks' in schools (these are features defining world class career guidance.) A workshop for senior leaders in schools to support the delivery of world class careers education is being organised together with increasing the involvement of employers in the development of the school curriculum. An Enterprise Co-ordinator is in place who will help schools develop their careers offer to pupils and students.

One school is systematically exploring how to raise aspirations amongst disadvantaged pupils and will bring their findings back to the group to help inform the future actions of the group. The steering group is also reaching out to colleagues in other Career Hubs to share their experiences of developing careers education in their schools and academies. It has been agreed that looking beyond the city for good practice is critical.

The communications team in the Council have prepared an offer of training to communication officers in schools as a means of improving the flow of information from schools to the wider community. Advice has already been sent to all schools concerning the effective use of social media and in addition, there is an opportunity for schools to share good news stories as well as useful information with pupils, parents and the wider community through the Council's Facebook page. A calendar of key events have been identified and this will be used to give out and receive information and messages concerning developments and key events e.g. British Science Week, mock exam dates and the dates when school results are published during the summer.

Training for Senior School Leaders on careers leadership in schools has been arranged for 29 March 2019.



**Summary**

This is work in development and the office of the RSC have aligned resource to support the coordination of all three strands of the Challenge. This is critical to ensure that resources are used as well as possible and the impact can be measured. In addition the LA have begun work on a diagnostic to support better understanding of the underlying causes of underperformance and the characteristics of the city. The Head Teachers, through the Plymouth Learning Trust, plan to bring forward a costed action plan at the next Plymouth Education Board Meeting to facilitate the continuing work of the Challenge.

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# EDUCATION AND CHILDREN'S SOCIAL CARE OVERVIEW SCRUTINY COMMITTEE



Work Programme 2018 - 19

**Please note that the work programme is a 'live' document and subject to change at short notice.**

For general enquiries relating to the Council's Scrutiny function, including this committee's work programme, please contact Amelia Boulter, Democratic Support Officer, on 01752 304570.

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
<b>20 June 2018</b>	Education and Children's Social Care Landscape		To give the committee a better understanding of the two service areas.	Alison Botham/ Judith Harwood/ Neelam Bhardwaja
<b>18 July 2018</b>	Ofsted Report 'Front Door Services'		To provide the committee with an update on the recent inspection.	Neelam Bhardwaja
	School Transport		The Committee to be assured that all school transport is safe for children and young people following the recent article in the Plymouth Herald of an untaxed vehicle.	Judith Harwood
	School Readiness		The Committee to receive a report around assessments undertaken in early years and reception to ascertain speech and language levels and the support provided to the child and family.	Judith Harwood

<b>Date of meeting</b>	<b>Agenda item</b>	<b>Prioritisation Score</b>	<b>Reason for consideration</b>	<b>Responsible Cabinet Member / Officer</b>
<b>19 Sept 2018</b>	Headline Performance data		To enable the Committee to scrutinise more effectively, headline performance data going back 2 - 3 years to be provided with the caveat that data received was not comparable year on year	Judith Harwood
	SEND Transition		To receive a report on the support received by families with children and young people with high functioning autism and SEND, in particular, exploring housing support and transition into adulthood	Judith Harwood
	Torbay Children's Services – monitoring		To be kept informed	Alison Botham
<b>28 Nov 2018</b>	Children Services Business Plans including action plans			Alison Botham/ Neelam Bhardwaja/ Judith Harwood
	Plymouth Education Board		A report on the Plymouth Education Board to include overview of the board, membership and terms of reference	Judith Harwood
	Social workers/ thresholds/ recruitment			Alison Botham/ Neelam Bhardwaja
	Ofsted Update			Alison Botham/ Neelam Bhardwaja
<b>6 Feb 2019</b>	Plymouth Challenge		To monitor the progress of the Plymouth Challenge.	Judith Harwood

Date of meeting	Agenda item	Prioritisation Score	Reason for consideration	Responsible Cabinet Member / Officer
	High Cost Placements		To receive a report on high cost of placements and how the scrutiny committee can effectively monitor these placements	Alison Botham/ Neelam Bhardwaja
	School Attendance			Judith Harwood
<b>13 March 2019</b>	Regional School Commissioner (invite the Regional School's Commissioner)		Understanding of the role of the Regional Schools Commissioner	Judith Harwood
	Raising School Standards/ Attainment Levels			Judith Harwood/ David Bowle
	Monitoring of the NSPCC Together for Childhood		To receive a report outlining the NSPCC's Together for Childhood project and how progress of the project is monitored over the next 10 years	Alison Botham/ Neelam Bhardwaja
	Ofsted Report		To receive the Ofsted Action Plan.	Alison Botham/ Neelam Bhardwaja/ Judith Harwood
	The Plymouth Oracy Project			Judith Harwood/ Plymouth Teaching Alliance

<b>Items to be scheduled</b>				
	Agenda item	Date to go to Committee	Reason for consideration	Responsible Cabinet Member / Officer
	Plymouth Children Safeguarding Board	TBC	Update from the Plymouth Children Safeguarding Board	Andy Bickley

	School Readiness Review			
	How schools deal with behaviour and low level disruption			
	Care Leavers		what benefits/ packages do they receive/until what age	
	Bullying in Schools		How schools deal and address bullying, support for victims/PSHE	Judith Harwood
	PAUSE Project			
	Barnados Project			
	The Plymouth Challenge		Added to work programme at request of Members at 6 February 2019 meeting.	

### Select Committee Reviews

	Plymouth Studio School		Review into the governance issues surrounding the Plymouth Studio School	

### Cross Scrutiny Items

	Mental Health/ CAMHS			
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### Scrutiny Visits

25.01.19	Gateway and Hub		The Committee to meet the team and gain a better understanding of the 'front door'. (This visit has taken place.)	Alison Botham/ Neelam Bhardwaja
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## Education and Children’s Social Care Overview and Scrutiny Committee

Minute No.	Resolution	Target Date, Officer Responsible and Progress												
28 November 2018 Plymouth Education Board Minute 30	<u>Agreed</u> that the Committee receive an update on the Oracy Project.	<b>Date:</b> Nov 2018 <b>Officer:</b> Amelia Boulter <b>Progress:</b> To be progressed.												
6 February 2019 The Plymouth Challenge. Minute 36	Members agreed -  1. The full list of Gatsby benchmarking criteria would be provided to Members 2. The Plymouth Challenge would be included on the work programme to be discussed at a future meeting.	<b>Date:</b> February 2019 <b>Officer:</b> Helen Rickman <b>Progress:</b> Ongoing; this information was requested in February 2019.												
6 February 2019 School Attendance Minute 37 (1)	Members agreed: <table border="1" data-bbox="432 842 1624 1414"> <tr> <td data-bbox="432 842 495 959">1.</td> <td data-bbox="495 842 1624 959">to recommend that the local authority considers going out to consultation to amend school dates to include an additional week of holiday onto the October and May holidays, therefore reducing the summer break by two weeks;</td> </tr> <tr> <td data-bbox="432 959 495 1075">2.</td> <td data-bbox="495 959 1624 1075">to recommend that the council considers including a note at the bottom of letters sent out as a result of absenteeism, asking parents/ carers to consider if their child’s absence was due to bullying and to signpost to support available;</td> </tr> <tr> <td data-bbox="432 1075 495 1150">3.</td> <td data-bbox="495 1075 1624 1150">for officers to investigate the feasibility of adding targeted signposting for bullying support on the council’s social media platforms;</td> </tr> <tr> <td data-bbox="432 1150 495 1225">4.</td> <td data-bbox="495 1150 1624 1225">for officers to contact Plymouth academies and request data on absenteeism, specifically due to bullying;</td> </tr> <tr> <td data-bbox="432 1225 495 1300">5.</td> <td data-bbox="495 1225 1624 1300">for officers to provide data to Members regarding absenteeism as a result of a child attending a school which isn’t their closest or is a distance away from home;</td> </tr> <tr> <td data-bbox="432 1300 495 1414">6.</td> <td data-bbox="495 1300 1624 1414">that the Education and Children’s Social Care Overview and Scrutiny Committee offer an invitation to a Head teacher from both an academy and local authority school to discuss how they deal with bullying;</td> </tr> </table>	1.	to recommend that the local authority considers going out to consultation to amend school dates to include an additional week of holiday onto the October and May holidays, therefore reducing the summer break by two weeks;	2.	to recommend that the council considers including a note at the bottom of letters sent out as a result of absenteeism, asking parents/ carers to consider if their child’s absence was due to bullying and to signpost to support available;	3.	for officers to investigate the feasibility of adding targeted signposting for bullying support on the council’s social media platforms;	4.	for officers to contact Plymouth academies and request data on absenteeism, specifically due to bullying;	5.	for officers to provide data to Members regarding absenteeism as a result of a child attending a school which isn’t their closest or is a distance away from home;	6.	that the Education and Children’s Social Care Overview and Scrutiny Committee offer an invitation to a Head teacher from both an academy and local authority school to discuss how they deal with bullying;	<b>Date:</b> February 2019 <b>Officer:</b> Helen Rickman <b>Progress:</b> Ongoing
1.	to recommend that the local authority considers going out to consultation to amend school dates to include an additional week of holiday onto the October and May holidays, therefore reducing the summer break by two weeks;													
2.	to recommend that the council considers including a note at the bottom of letters sent out as a result of absenteeism, asking parents/ carers to consider if their child’s absence was due to bullying and to signpost to support available;													
3.	for officers to investigate the feasibility of adding targeted signposting for bullying support on the council’s social media platforms;													
4.	for officers to contact Plymouth academies and request data on absenteeism, specifically due to bullying;													
5.	for officers to provide data to Members regarding absenteeism as a result of a child attending a school which isn’t their closest or is a distance away from home;													
6.	that the Education and Children’s Social Care Overview and Scrutiny Committee offer an invitation to a Head teacher from both an academy and local authority school to discuss how they deal with bullying;													

## Education and Children's Social Care Overview and Scrutiny Committee

Minute No.	Resolution	Target Date, Officer Responsible and Progress				
	<table border="1"> <tr> <td data-bbox="427 327 495 395">7.</td> <td data-bbox="495 327 1626 395">for officers to provide data to Members specifically regarding absenteeism linked to child carers and service children;</td> </tr> <tr> <td data-bbox="427 395 495 507">8.</td> <td data-bbox="495 395 1626 507">for officers to provide Members with data linked to persistent absenteeism, specifically due to mental health issues as well as waiting times for referrals to the CAMHS.</td> </tr> </table>	7.	for officers to provide data to Members specifically regarding absenteeism linked to child carers and service children;	8.	for officers to provide Members with data linked to persistent absenteeism, specifically due to mental health issues as well as waiting times for referrals to the CAMHS.	
7.	for officers to provide data to Members specifically regarding absenteeism linked to child carers and service children;					
8.	for officers to provide Members with data linked to persistent absenteeism, specifically due to mental health issues as well as waiting times for referrals to the CAMHS.					
6 February 2019 High Cost Placements (j)	Members would be provided with specific figures, for this financial year, regarding the numbers of specialist residential placements that were required.	<b>Date:</b> February 2019 <b>Officer:</b> Helen Rickman <b>Progress:</b> Ongoing. This information was requested in February 2019.				
6 February 2019 Work Programme	Members agreed to include the School Readiness Review to their work programme to receive a progress update at a future meeting;	<b>Date:</b> February 2019 <b>Officer:</b> Helen Rickman <b>Progress:</b> Complete – this has been included to the work programme.				
30 and 31 January 2019 Budget Scrutiny (Joint Select Committee Review)	<p>The Select Committee during the two days of budget scrutiny made 11 recommendations to Cabinet for consideration.</p> <p>Attached are the recommendations and the Cabinet responses as appendix 1.</p>	<b>Complete Date:</b> February 2019 <b>Officer:</b> Helen Prendergast <b>Progress:</b> The recommendations were submitted to Cabinet on 12 February 2019.				



**Cabinet Response to Recommendations**

a.	to continue to demand Central Government provide clarity on a long term, sustainable funding mechanism as we come to the end of the current multi-year deal;	<b>Agreed</b>
b.	to continue to lobby Government on a cross party basis to highlight severe pressures on local budgets in relation to Children's Services due to unprecedented demand and the escalating costs of placements; Adult Social Care due to the increase in the number of older people with ever increasing complex needs; and Public Health due to the ongoing reduction in the grant allocated to Plymouth.	<b>Agreed</b>
c.	that the council should support the Local Government Association (LGA) view to extend the supplementary funding for Maintained Nursey Schools into 2020/21 to ensure that local authorities are able to maintain service provision. Scrutiny will undertake to work with the Cabinet Member for Education, Skills and Transformation in the new municipal year to provide evidence for submission to the Government when planning the long term future for maintained nursery provision.	<b>Agreed</b>
d.	that Cabinet work with the Special Interest Group of Municipal Authorities and the LGA and lobby to ensure measures of deprivation are given sufficient weighting within the new consultation on Fair Funding proposals (other than solely population) when establishing the Foundation Formula Allocation for allocation of resources to Plymouth in future Local Government finance settlements.	<b>Agreed</b>
e.	to urge Government not to change but to improve, the allocation of New Homes Bonus to avoid a detrimental impact to the growth agenda within the city.	<b>Agreed</b>
f.	that Cabinet regularly monitor the Integrated Fund (Health and Social Care) and the risks related to the delivery of this critical area of spending.	<b>Agreed</b>
g.	to recommend to cabinet to demand an increased allocation from the Central Government funding to support preparations for Brexit, highlighting the importance of Plymouth both as a continental port and as one of the top three English fishing ports for both volume and value. The Cabinet is also requested to publish significant actions that will be required from the council for both a deal / no deal scenario.	<b>Agreed</b>

h.	to recommend that the Leader and Cabinet continue to work with partners to pressure the Government and Network Rail to publish a sustainable solution to the Dawlish stretch of line, making good on the Prime Minister's view that this improvement to the South-West's transport infrastructure is a national priority.	<b>Agreed</b>
i.	that Cabinet to join with upper tier local authorities and the LGA to pressure the government into publishing the green paper before the system of social care implodes due to increased demand and the lack of a sustainable funding settlement.	<b>Agreed</b>
j.	to request that the Cabinet Member for Customer Focus and Community Safety investigate ways in which those on low incomes can be supported by the Council to provide internments for family members and report back to the relevant scrutiny committee at a future meeting.	<b>Agreed</b> , subject to further investigation, and will be reported back to a future meeting of the relevant Scrutiny Committee.
k.	to recommend to Cabinet that a significant amount of negative demand through councillor casework enquires and the contact centre could be avoided if repairs and maintenance schedules for street services and highways could be published in a prominent area of the City Council's website and shared on social media platforms.	<b>Agreed</b> , subject to further investigation, and will be reported back to a future meeting of the relevant Scrutiny Committee.