

## **EXECUTIVE MEMBER REPORT TO COUNCIL** **5<sup>th</sup> DECEMBER 2018**

### **The Junction Foundation** - Middlesbrough Young Carers Service

The Junction has ran the Middlesbrough Young carers Service since April 2016 and in that time we have had contact with approximately 440 individual young carers. Young carers are children & young people who take on, share or are impacted on by a caring role for another family member. They could be helping and supporting someone in their family who may have a disability (learning or physical) mental ill health, substance misuse or an illness. They could be helping a brother, sister, parent, grandparent or other family member. Young carers tell us that the impact is both emotional and physical. Emotionally it can be draining, worrying frustrating and always being on edge. Physically it can be tiring (not always getting a full night's sleep) same routines, hospital appointments, miss out on things as a family and miss out on doing things with friends.

The young carers' service offers support to young carers and their families through various interventions. Whole family support through a young carers family worker. One to one support – this is with a young carer's project worker and is often in school but can also be outside of school.

Group Work – These vary from small focused group work to larger monthly social activities, enabling young carers to take a break from their caring role, build friendships, social skills, confidence and self-belief.

Over the summer holidays this year young carers got out and about on day trips visiting local attractions, including Adventure Valley, Wet and Wild, Lightwater Valley and Monk Park Farm. Summer activities are especially important to young carers as they can become very isolated due to complex family situations and support networks closing, i.e. schools.

Cleveland Rotary Club funded a 3 day residential to Peat Rigg Outdoor Activities Centre. This is an amazing experience for young carers and one girl told us 'It was really good because it was a chance to try new things, have a chance to get away from my caring responsibility, make stronger friendships and have a really fun time'.

In May, we received funding from Sports England and Tees valley Community Foundation to start a running project; this is called, Run for Resilience and is aimed at getting inactive young people and adults active. The project has its own logo and we have been holding weekly running sessions where the young carers have gained rewards for their participation. In September young carers took part in the Redcar Running Festival, most of them ran the 5K and raised money for The Junction.

We run a young carers focus group and these young carers designed and the we care you care booklet for young carers. The content and most of the wording in the booklet it is their own words and the photo's are of local young carers. The booklet has now been adapted into a poster and leaflet which we are currently delivering to schools, Community Hubs, GP surgeries and other relevant organisations and community groups.

We were successful in gaining a small grant from Middlesbrough Council Mental Health Fund. This has enabled us to plan Christmas activities for the young carers, Primary school age will be enjoying the pantomime Peter Pan at Billingham Forum and secondary school age young carers will be taking part in outdoor ice skating at Wynyard Hall with a hot roast sandwich and hot chocolate. We have recently moved premises to MyPlace and are currently setting up our rooms there. Part of the grant is helping us to buy resources and furniture to make the room's young carer friendly for small group work and one to one support.



The Junction Young Carers Poster A3.pdf



Young carers Flyer A5.pdf

## Access to Education

### School Improvement Project Evaluation

A comprehensive evaluation of key elements of the School Improvement Project is being undertaken by Dr Tony Leach, of York St John's University. Dr Leach has worked alongside partners in the project in order to ascertain the impact of improvement activities on school leaders, teachers and pupils. Some of his findings and observations from year one are as follows.

The **Greater-Depth Mathematics Project** is led by Macmillan Academy and partner schools. The Greater-Depth Project involves year 6 children, teaching staff and teaching assistants (TAs) from primary schools working with secondary maths specialists. Staff collaborate in order to build shared learning practice, seeking to identify key topics studied at both Key Stage 2 (KS2) and Key Stage 3 (KS3) and deliver challenging questions that require pupils to think at greater depth, equipping them with problem solving techniques so that they can learn to become resilient learners. Observations revealed how well teachers and pupils work together to create a powerful shared learning experience. The culture is one of mutual respect and pupil voice is encouraged as a natural feature of the learning process. Teachers and TAs are taking ideas and teaching strategies back into their schools and using them; they have reported a noticeable increase in pupil confidence, motivation, enjoyment of learning and resilience. They also recalled seeing pupils being more able, and willing, to mentor others; pupils see it as 'normal' and 'acceptable' to seek one another's support, and to check things out with one another, and not just with mathematics. Due to the extremely positive initial evaluation the project is being upscaled in the second year.

The **English Learning Hub** is based at Newham Bridge Primary School and provides continuing professional development, networking opportunities, shared resources and training courses. The Hub aims to provide updates on what is happening with the teaching of English, locally and nationally, and to share good practice in the teaching of English in the primary school. Participants from three quarters of schools have been involved in the Hub's programme during the 2017/18 academic year. Topics covered include: the use of punctuation; how to teach spelling; how to moderate practice in reading and writing in, and across, schools; expectations of standards; and how to use data effectively. A key area of improvement across primary schools has been in writing; feedback from the KS2 writing moderation team praised the noticeable improvement in the teaching and use of advanced punctuation, and the accuracy of teacher assessment. The Alan Peat CPD day (strategies to engage writers) was attended by a large number of primary schools, with a number also attending the Subject Leader training, 'Engaging Able Writers' in order to assist in disseminating this practice back to schools. 72% of these schools improved their KS2 Writing

outcomes in 2018, contributing to the 5% increase in writing outcomes across KS2 (Middlesbrough is now above the National Average by 1.6%).

**Middlesbrough Catholic Schools' Partnership (MCSP) Research Hub** is led by Trinity Catholic College and includes eleven Catholic Primary Schools; three of their research projects are funded through the Middlesbrough School Improvement Project. One of their two-year projects intends to track and provide pastoral support for vulnerable Year 6 pupils. Using a case study approach, quantitative and qualitative data has been collected to show how well a sample of 12 pupils moving from Year 6 into Year 7 integrated pastorally and progressed academically in the year 2017-18. Feedback suggests more work is needed in the primary school years to ensure pupils have the knowledge and skills required when engaging with Science, History and Geography at secondary school. Therefore, in order to increase the depth of the curriculum experience in the teaching of these subjects in the primary school years, Trinity Catholic College subject specialists are working with primary school colleagues to pilot the design and teaching of the history and geography in the primary curriculum. The positive impact of the research undertaken within the partnership is that it identifies factors that help explain patterns of attendance and progression in achievement in Key Stage 2, 3 and 4. In particular, obtaining the views and opinions of pupils is revealing and its value is being acknowledged in the schools' thinking on potential ways forward in future years.

### **Park End Primary in the Spotlight**

Children and staff at Park End Primary received national recognition in November for their participation in a regional chess event as part of the national Chess in Schools and Communities (CSC) initiative. The children took part in the Yarm School Chess Championships and were followed by a film crew from the BBC's prime time evening programme 'The One Show'.



The programme was focusing on the re-emerging popularity of chess in schools and chose to show how the game has been enthusiastically undertaken by the pupils at Park End. Head teacher Julia Rodwell was interviewed under the spotlight for the One Show to talk about how the school has embraced the game and the benefits involved. Ms Rodwell and the school have also previously featured on ITV news and in the Observer and Guardian newspapers due to how well they have embraced the work of Chess in Schools and Communities (CSC) and the ongoing commitment of staff, parents and children to the game. Find out more about our very own chess champions here:

<https://www.gazettelive.co.uk/news/tv/one-show-kids-middlesbrough-primary-15292216?fbclid=IwAR0nfnC2RRDh7JM1PRmmhCqtEtf4Dbx18KD6STud5yjZQ1SvSpF0Agw>

## **Stronger Families School Readiness**

**Collaborative in our approach** – Middlesbrough Children’s Centres and Public Health colleagues have been working in partnership to enable the messages from the **Starting Well programme** which is funded by Public Health England and Colgate to be shared with families. The programme funding opportunity arose due to the poor oral health across Middlesbrough and the aim is to increase the numbers of 0-5 year olds in Middlesbrough who are accessing a dentist. The town is one of ten that have been identified. Starting Well messages have been delivered to families during the Universal Play sessions.

Families are provided with information on the current oral health in under 5’s, encouraged to register with a dentist if they haven’t already done so. They are also given toothbrushes and toothpaste and key messages around the importance of good oral health. There has been good interaction observed during the sessions and parents questions included:

“When should babies start attending the dentist?”

*“Is it ok to use juice in a bottle?”*

*“At what age should I stop supervising my child brushing their teeth?”*

Many parents still remain astonished at the sugar content of some sugary drinks and food items.

In addition to this Children Centre sites have been linked to some of the local dental practices who have also signed up to the programme and further partnership work will be developed in the near future.

**Focussed on what matters:** All three and four-year-olds in England are entitled to 15 hours a week of free early education. Since September 2017, the entitlement was extended to 30 hours free childcare for families where both parents are working (or the sole parent is working in a lone parent family), and each parent earns a weekly minimum equivalent to 16 hours at national minimum wage or living wage, and less than £100,000 per year.

Parents apply and have their eligibility checked for 30 hours free childcare via the Childcare Service. If a parent is eligible, they will be given a 30 hours eligibility code which they take to their chosen childcare provider. Childcare providers or local authorities will then validate these eligibility codes via the Eligibility Checking System. A parent must have generated an eligibility code and this must be validated to enable a child to access the offer.

The latest statistics released by the Department for Education for Autumn term which are based on the eligibility codes validated as a % of codes issued, places Middlesbrough at 83%. The overall figures for England states that there were 25,4136 codes issued by 31<sup>st</sup> August 2018 of which 22,3517 were validated by 24<sup>th</sup> September. This equates to 88% for England. A further update will be released for the Autumn term in December.

**Focused on what matters:** Launch of the ‘Sing with me’ booklet. The School Readiness Team recognise that parents singing songs and rhymes to their babies every day has huge developmental advantages.

- It strengthens the parent-child bond
- It enhances secure attachment because it develops mutual eye gaze



- It boosts brain development
- It promotes language development
- It supports attention and concentration

These are all skills that build the foundations for developing a child's nursery readiness, meaning they start nursery ready to learn and succeed.

Working in partnership with the National Literacy Trust in Middlesbrough, a nursery rhyme booklet containing eight nursery rhymes has been created. Research indicates that children who know eight nursery rhymes by heart, by the age of four, are better readers at the age of eight. Each rhyme highlights a different key message to support parent's understanding of the benefits and importance of singing with their baby.

The **'Sing with me'** booklet will be gifted, by a health visitor, to every new baby at their 6-8 week development review as part of the early literacy pathway. This will be introduced from 19<sup>th</sup> November to link in with National Nursery Rhyme Week.

Children's Centres will be marking National Nursery Rhyme week by inviting families to take part in a nursery rhyme trail at their local centre.

Baby Theo receives his booklet from health visitor Loretta Allinson.



## **Stronger Families Work Readiness**

### **September Guarantee**

The Council has a statutory duty to reporting to Government on an annual basis the proportion of young people aged 16 and 17 who have a suitable offer of an apprenticeship, college course or employment with some form of suitable training component. This is known as the September Guarantee. Since the Guarantee was created, the Council has worked together with partner agencies to improve performance year on year, by tracking and engaging more young people to ensure that the maximum number receive an appropriate offer of learning.

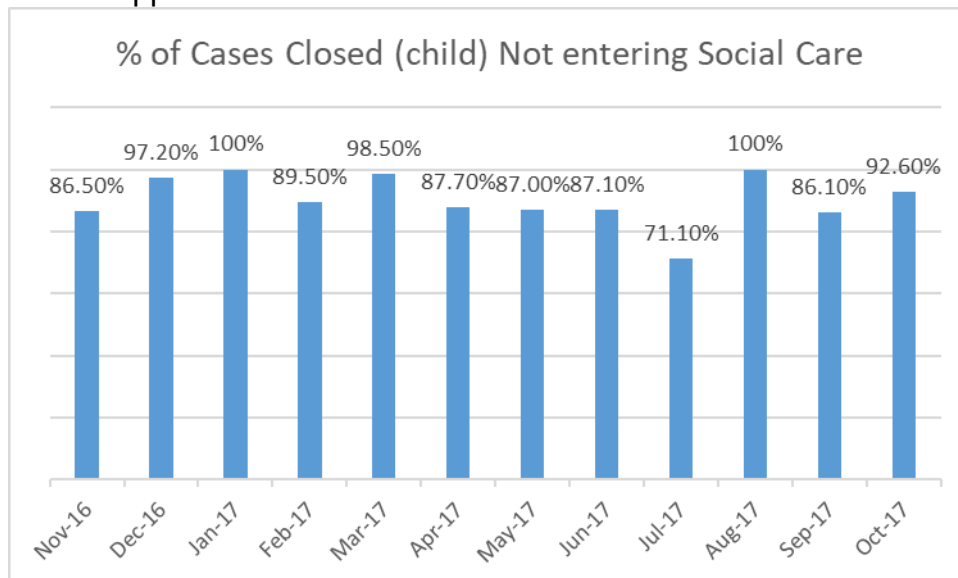
The 2018 (provisional) figures reflect yet further improvement, with 97.3% receiving an appropriate offer.

Figure 1: \* Provisional Figure

	2013	2014	2015	2016	2017	2018*
Middlesbrough	93.3%	95.3%	96.1%	96.8%	97.1%	97.3%
Regional	94.3%	96.8%	97.3%	96.7%	96.7%	N/A
National	92.1%	92.8%	94.6%	94.5%	94.7%	N/A
Statistical Neighbour	93.2%	93.7%	96.3%	96.8%	96.6%	N/A

### **Stronger Families Family Casework Team**

November 1<sup>st</sup> saw the second birthday for the Family Casework Team, the journey for the team has been immense during this time and training and staff development have been instrumental in raising the skills in the team. The team continues to deliver consistently embedding new practices i.e. Restorative Practice and Signs of Safety. The impact of the team is based on tracking the cases back 12 months to show what percentage of children that have received support from the team who then do not then enter children's social care.



Over the month of October and into November there has been much interest in shadowing the team.

**Charlotte Nicol -Head of Culture** following the joint visit wrote 'I just wanted to say what a huge pleasure it was to spend the morning with you. I was absolutely blown away by the work that you do to improve the future of young people in Middlesbrough. My visits with you Bill were so positive and I could tell that the people you're working with have a great rapport with you. Huge congratulations for doing such amazing work'.

**Kevin Brown – Programme Manager-** Children's Transformation

'I just wanted to say a huge personal thank you for being so welcoming this morning. I thoroughly enjoyed the time I spent with you both and learnt so much about the important role of the team. I thought Andy you were fantastic in how you approached the situation and the tools used'.

Following the experience of shadowing home visits Tony Parkinson attended a family meeting currently open to Marie-Anne Starling (Senior Practitioner) and co-worked with Hannah Newsome (Family Practitioner). In feedback Marie-Anne states that 'Tony attended the meeting where we used Signs of Safety - the mapping to look at severity and impact and we did some scaling'.

Tony discussed with Marie-Anne at the end of the meeting that 'he liked the fact that we made references to other part of the local authority such as our Work Readiness Team and our School Readiness Team and others. Tony also mentioned that there may be provision to give the father some real work experience so that it can apply for jobs with current work experience'.

Tony reported that he 'observed a multi-agency family review with Marie-Ann Starling and her colleagues. As ever, I thoroughly enjoyed watching staff at work and was warmly welcomed. It is something I genuinely value and it was great to see Marie-Ann applying restorative techniques to the families' issues'.

## **SEND - Special Educational Needs and Disability**

### **Revisits to local areas with a Written Statement of Action (WSOA) for SEND**

The Department for Education announced on the 9<sup>th</sup> November 2019 a programme of revisits to those local areas which were asked to produce a WSoA following their SEND inspections.

The revisits programme is due to start in December 2018 and will run alongside the current programme of local area SEND inspections, which is in place until 2021.

The revisits do not represent a re-inspection of SEN provision. Inspectors from Ofsted and the Care Quality Commission (CQC) will only revisit those areas which were asked to produce a WSoA and the focus of the visit will be on the progress made since the original inspection.

Revisits will allow Ofsted and the CQC to assess the progress which local areas have made against each of the actions in their WSoA. They will also provide additional reassurance to families on the progress local services are making, identify where further work is needed, and

enable local areas to demonstrate the improvements they have made to SEND services and in delivering better outcomes for children and young people.

Local areas will usually be revisited within 18 months of their WSoA having been accepted as fit for purpose by Ofsted and CQC. The local area will receive 10 days' notification of the revisit, which will last between 2-4 days, depending on the number of actions in the WSoA. A report will be published on the Ofsted and CQC websites, usually 33 days after the inspectors have finished the revisit. It will set out whether the local area has made sufficient progress against each area of the WSoA.

Where a local area is considered to have made sufficient progress against its WSoA, monitoring visits from the DfE and NHS England will cease. DfE and NHS England will determine on a case by case basis the next steps for any local areas that have made insufficient progress. This may include the Secretary of State using his powers of intervention.

Middlesbrough could face a revisit from March 2019. Strategic Leaders across Education, Health and Social Care are now in the process of preparing for such a visit.

**Councillor Janice Brunton Dobson**  
**Executive Member for Education & Skills**