

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

Date:	Monday 28th June, 2021
Time:	10.30 am
Venue:	Council Chamber

AGENDA

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 19 April 2021 3 - 8
4. Education and Learning - An Overview

Verbal Report

Officers from Children's Services will provide the Scrutiny Panel with an overview of the main service areas within its remit and an outline of priorities, key issues and challenges for the year ahead.
5. Setting the Scrutiny Panel's Work Programme - 2021/22 9 - 16
6. Education and Covid-19 Recovery

Verbal Report

The Executive Director of Children's Services will provide the Scrutiny Panel with an update on education and Covid-19 recovery.
7. Proposed Meeting Schedule for 2021/22 17 - 18
8. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin
Director of Legal and Governance Services

Town Hall
Middlesbrough
Friday 18 June 2021

MEMBERSHIP

Councillors L Mason (Vice-Chair), A Hellaoui, D Jones, T Mawston, D McCabe, M Nugent, M Saunders, P Storey and G Wilson

Assistance in accessing information

**Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711,
georgina_moore@middlesbrough.gov.uk**

CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 19 April 2021.

PRESENT: Councillors S Hill (Chair), P Storey (Vice-Chair), A Hellaoui, T Higgins, D Jones, T Mawston, M Nugent, M Saunders and G Wilson

ALSO IN ATTENDANCE: C Nicholson

OFFICERS: C Breheny, R Brown, S Butcher, C Cannon, J Dixon, T Dunn, G Moore and K Smith

20/29 DECLARATIONS OF INTEREST

There were no declarations of interest received at this point in the meeting.

20/30 MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 22 MARCH 2021

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 22 March 2021 were submitted and approved as a correct record.

20/31 BEHAVIOUR, DISCIPLINE AND BULLYING IN SCHOOLS - EVIDENCE FROM NORTH ORMESBY PRIMARY ACADEMY

At the meeting, the scrutiny panel received further evidence in respect of its topic of Behaviour, Discipline and Bullying in Schools.

The Head of North Ormesby Primary Academy (NOPA) was in attendance to present information on the successful and proactive strategies and solutions used to prevent and tackle bullying.

It was advised that NOPA was a Centre for Excellence for Inclusion and was also in the running to be an Inclusion Quality Mark flagship school.

The Head of NOPA advised that the school had 250 pupils on its roll, just over 60% of pupils were eligible for Pupil Premium funding and approximately 40% had English as an additional language (EAL) or were an international new arrival (INA). It was commented that, some INAs may not be eligible to claim benefits, therefore, those pupils would not be included in Pupil Premium data. It was envisaged that, if INAs had been included, approximately 85% of pupils would be eligible for Pupil Premium funding.

The school had just over 17% of pupils with Special Educational Needs and Disabilities (SEND). In terms of annual mobility, that was approximately 70%, taking into account the pupils that started or left the school within a year.

Members heard that over the past 5 years, there had been three fixed-term exclusions, two of those had been for the same pupil who was now attending Holmwood School. No pupils had been permanently excluded.

The scrutiny panel was advised that there were three values at the school, which encompassed everything the school did and those were:

- Tolerance and Acceptance - tolerating, accepting and celebrating everyone's differences;
- Innovative and Immersion - providing innovative and immersive learning for all; and
- Scholastic Excellence - promoting scholastic excellence through the all-round development of each and every child.

The Head outlined the NOPA teaching approach, which included:

- high expectations for children;
- striving for depth in learning;
- creativity and innovation, including children taking leadership and ownership;
- independence and interdependence, being able to work alone and in groups;
- a balanced diet;
- an offer for all, which was crucial when considering behaviour and discipline;
- a love of learning and a love for challenge; and
- teaching excellence.

The school had a remarkable offer, which included:

- Teaching and learning support e.g. every child would have access to - challenging activities, becoming an expert in e-safety and leadership roles etc.
- Pastoral support e.g. every child would have access to speech and learning support, a magic breakfast club, CAMHS, Social Services and the Bungalow Project etc.

The scrutiny panel was shown several images of classrooms at NOPA, which included creative and interactive displays for the children. The classrooms were set up to coincide with the topics that were taught, ensuring that children were excited to learn, e.g. a Victorian living room and a seaside theme that included a boat, sand and a parasol. Each classroom also had flexible seating arrangements and learning environments, which included breakfast bars, reading lofts, exercise bikes, standing desks, bean bags etc.

There were areas in school that supported the development of expertise in certain areas, those included:

- The Thrive Room, which was a safe and calm environment that encouraged mindfulness;
- The STEM Suite, which focused on technology, engineering, mathematics and science;
- The NOPA Library, which encouraged reading and story time;
- The NOPA Lab, which focussed on science; and
- The NOPA Art Studio, which would be available from September 2021 and would focus on arts and crafts.

The school grounds had Magic Weaver's Garden, a storyteller caravan, a learning village and a forest school.

The school was a huge advocate of the use of technology and addressing the digital skills gap. The school had invested in iPads, meaning that every child from Nursery upwards to Year 6 had a 1:1 iPad. Reception and Year 1 pupils also had iPads that were kept at home to improve accessibility and enable them to access different learning styles and ensure learning was personalised.

The scrutiny panel was shown a video about Tim, the school's mascot. Tim represented the school, set an example as the school's star pupil and encouraged the children to make their best, even better. Tim was a star pupil because he was always on time; he looked after others, himself and the school; he always listened to and respected others opinions; he loved a new challenge; he always did his homework and he always tried his best, no matter what.

Following an inspection of the school, Ofsted had commented that "There is no reliance on reward systems; instead pupils are expected to develop an intrinsic desire to behave and learn well. They do this by looking up to the academy mascot 'TIM', who is the perfect pupil. Pupils constantly try to copy his positive attitudes, resilience and determination. This imaginative approach to behaviour management is extremely successful".

The scrutiny panel heard that the school had created a 'Remarkable Minds' package, which included a selection of approaches, philosophies and training that members of staff could draw on to develop the mental health and well-being of all pupils. Essentially 'Remarkable Minds' was a pathway that sat alongside the academic pathway. 'Remarkable Minds' highlighted the importance of:

- Academic Resilience - the school had worked closely with Young Minds and had access to high-quality training from the charity to learn the best ways to build academic resilience for pupils.
- Metacognition - as the lead for the Education Endowment Fund (EEF) trial 'ReflectED', the school had become very strong in reflective learning and the importance of having a 'Growth Mindset'.
- Thrive - three members of staff had been through intensive training on the Thrive approach to help the school develop resilient and confident children. Thrive was a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children. Pupils were assessed and then the assessment system would provide advice and guidance on strategies and approaches that would enable the pupil to achieve their full potential.
- ELSA - with four trained 'Emotional Literacy Support Assistants', the school offered regular provision and interventions to those pupils with emotional needs.
- Challenge - exposing children to challenging learning and the strategies required to solve tough problems.

The school encouraged responsibility and ownership, by having:

- learning leaders;
- digital ambassadors;
- sports leaders;
- mini Police;
- a school council;
- anti-bullying ambassadors; and
- classroom monitors.

The scrutiny panel was shown a video, demonstrating how the school supported children to find their remarkable. A pupil had a passion for singing, therefore, the school gave the pupil the opportunity to write and perform her own song, recorded her performance and posted it on the school's YouTube channel. The school also encouraged her to attend singing clubs and enter competitions.

In terms of the NOPA curriculum, the school focussed on passions and pathways involving:

- specialist provision, including specialist organisations, specialists, parents/carers, higher education and professional partners.
- school enrichment, including lunchtime clubs, showcases, performances, home learning, certification, competitions, specialist teaching, after school clubs, visits/visitors, masterclasses and workshops.

Following promotion of restorative practice by the Local Authority, the school had worked with Mark Finnis over the past three years to implement a culture of restoration, structured conversation and building of relationships. Restorative practice encouraged people to take responsibility for their actions, and repair any harm that they had caused. Its use had been found to reduce behaviour problems, improve achievement levels, and develop emotional literacy.

The restorative practice approach focussed on:

- relationships;
- social capital;
- the power of conversation;
- dedicating time;
- being solution-focused; and
- time to reflect.

The school referred to filling positive and negative buckets and it was explained to children that to fill a positivity bucket, the flow of water was extremely slow, but to fill a negativity bucket, the flow of water was really fast. The school aimed daily to fill the positivity bucket for each child.

In terms of community power and early intervention, the school worked with parents, the Parent Community Advisory Board (PCAB), Cleveland Police and Police Community Support

Officers (PCSOs), the local community hub and the local church.

In terms of celebrating success, children could earn 'TIMs' for good/positive behaviour, the school had a weekly celebration assembly, an attendance system called NOPALY where classes could accumulate money and if they gained the largest sum they had the opportunity to spin the NOPA Wheel of Fortune for a reward. There were lots of in-class opportunities to celebrate success. It was commented that in respect of celebrating success, balance was key.

In response to a Member's query, the Head explained that at NOPA, the word 'bullying' was not used as it had damaging connotations and misconceptions when children sometimes merely had a disagreement, which was resolved swiftly.

In respect of the school's values, a Member queried the use of the term 'tolerance'. The Head explained that the word tolerance was used alongside the word acceptance, which provided a counterbalance and, given the high levels of mobility associated with the school, was considered appropriate.

In response to a Member's query regarding incidences of bullying at NOPA, the Head commented that there had been no incidences at the school.

In response to a Member's query regarding collaboration with other schools, the Head advised that the school continued to be a beacon of practice and was involved in the Trust's working groups, focussing on issues such as diversity and inclusion. In addition, NOPA worked with other schools in the borough to share best practice, for instance - as a Centre of Excellence for Inclusion, other schools had visited NOPA to receive information on practices adopted by the school.

The Head of Achievement, Education, Prevention and Partnerships advised that the school provided a welcoming environment and each child was provided with excellent academic and pastoral support. It was added that the Head and members of school staff provided an outstanding friendly, caring and supportive environment that encouraged children to fully learn and develop into well-rounded pupils. Children were intrinsically motivated to be like the school mascot, Tim, who demonstrated all the traits required to prepare young people for the wider world. The Executive Director for Children's Services also commended the school on the support it provided to vulnerable pupils.

AGREED

That the information presented at the meeting be considered in the context of the scrutiny panel's investigation.

20/32

EDUCATION AND COVID-19 RECOVERY

As part of the update on Covid-19 recovery, the Head of Access to Education and Alternative Provision provided information on the Vulnerable Children's Attendance Project. Members heard that the project was a pilot being delivered by Children's Services to trial an innovative approach to protecting children and improving attendance at school.

The project was aimed at those children open to social care, i.e. Children in Need, Children in Need of Protection and Children in Care. There was a need to ensure that those children did not miss out on their education as they may have become exposed to a greater risk of harm, as attending school was a protective factor.

To proactively manage the attendance of those vulnerable pupils, the Local Authority had commissioned an external company, Welfare Call, to track the attendance of all children in the target groups every day. That data would then be made available to social workers and their managers via a cloud based portal. Real time and robust attendance data/information, and the ability to report on attendance trends of individual children and schools would enable social workers to intervene more quickly and in a more informed and targeted way.

The scrutiny panel was advised that an Education Welfare Officer (EWO) would be employed to engage directly with children, families and schools. The EWO would build relationships, unpick problems and breakdown the barriers that were preventing attendance. The EWO would also be able to get 'eyes on' the child to carry out the initial welfare check.

In terms of timescales, schools would be briefed and the EWO would start work the week commencing 19 April 2021. It was planned that Welfare Call would 'go live' by 4 May 2021.

A Member queried why the service was not going to be provided in-house. In response, the Head of Access to Education and Alternative Provision advised that Welfare Call had a web-based portal, which was a specialist application and allowed data to be stored, controlled and monitored securely. Welfare Call would provide the attendance data to enable the Local Authority to provide a robust and rapid response to attendance instantly, however, if the service was to be provided 'in-house' there would be a delay with its implementation.

The Executive Director of Children's Services explained that the tracking and monitoring of attendance of vulnerable pupils was a significant focus of the Department of Education.

A Member commented that, following the implementation of Welfare Call, it would be beneficial for the scrutiny panel to receive an update on its impact.

In terms of Covid-19, the Executive Director of Children's Services advised that the Local Authority was moving into the recovery stage. Currently, five members of staff and 14 pupils were isolating from one school.

NOTED

20/33 **OVERVIEW AND SCRUTINY BOARD - AN UPDATE**

The Chair advised that the Overview and Scrutiny Board last met on 8 April and at that meeting the Board had considered the Executive Forward Work Programme, Middlesbrough Council's Response to COVID-19, an Executive Member Update from the Executive Member for Communities and Education, the Strategic Plan 2020-23 - Progress at Quarter Three 2020-21, the Revenue and Capital Budget - Projected Outturn Position as at Quarter Three 2020/21 and updates from the Scrutiny Panel Chairs.

NOTED

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MIDDLESBROUGH COUNCIL**CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL**

Setting the Scrutiny Panel's Work Programme 2021/22
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28 June 2021

PURPOSE OF THE REPORT

1. To invite the Children and Young People's Learning Scrutiny Panel to consider its work programme for the 2021/22 municipal year.

BACKGROUND

2. At the start of every municipal year, scrutiny panels discuss the topics that they would like to review during the coming year.
3. Work programmes are useful as they provide some structure to a scrutiny panel's activity and allow for the effective planning and preparation of work.
4. As part of the process for establishing the work programme, support officers gather information/views from a number of sources. Below is a list of topics which are anticipated to be of particular interest to the scrutiny panel. Members are advised that the list of possible topics is not exhaustive and that additional topics can be added and considered at the scrutiny panel meeting.

Topic carried over from 2020/21

- Behaviour, Discipline and Bullying in Schools (Draft Final Report to be considered in July).

Topics agreed in 2020/21, which have not been investigated

In-depth reviews:

- The impact of Covid-19 and the attainment gap.

Task and finish group:

- The cost of school uniforms.

Topical issues

Topic	Details
Impact of COVID-19 on education and the Council's Recovery Plan	<p>It is commonly acknowledged that months of lost time in school and longer-term changes to schooling arrangements are likely to have a significant detrimental effect on pupil attainment (particularly that of disadvantaged groups) in future years. The impact of COVID-19 on inequalities in educational outcomes continues to be a key focus of the Council's Recovery Plan.</p> <p><i>(Reported in the Strategic Plan 2020-23 - Progress at Year-End 2020/21 submitted to Executive on 15 June 2021).</i></p>

Post-16 Education	<p>The Skills and Post-16 Education Bill was introduced in Parliament on 18 May 2021, underpinning the government's skills and training revolution.</p> <p>The key measures introduced in the Bill are:</p> <ul style="list-style-type: none"> • Embedding employers in the heart of the skills system, by making it a legal requirement that employers and colleges collaborate to develop skills plans so that the training on offer meets the need of local areas, and so people no longer have to leave their home-towns to find great jobs. • Supporting the transformation of the current student loans system which will give every adult access to a flexible loan for higher-level education and training at university or college, useable at any point in their lives. • Introducing new powers to intervene when colleges are failing to deliver good outcomes for the communities they serve, and to direct structural change where needed to ensure colleges improve. <p><i>(Reported by the Department of Education - https://www.gov.uk/government/news/new-legislation-to-help-transform-opportunities-for-all)</i></p>
Children missing education	<p>This research was commissioned by the Local Government Association in December 2019 in response to a growing concern that more and more children were missing out on their entitlement to a formal full-time education.</p> <p>The purpose of this research is to look at the issue of children missing education in its entirety. Drawing on evidence provided by local authorities, school leaders and parents we try to understand who the children are who are missing out on a formal full time education, how many children fit this description, what evidence there is for the long-term impact of children missing education and how local and national government might work together to address this issue.</p> <p>A common theme that has emerged from this research is that the way that the range of existing policies and guidance around pupil registration, attendance, admissions, exclusions and education otherwise than at school comes together is not seamless. While parents, local authorities and schools all have both responsibilities and powers to ensure that children receive the education to which they are entitled, some significant omissions in the current legislation mean that it is possible for children to slip through the net.</p> <p><i>(Reported by the Local Government Association and the ISOS Partnership - https://www.local.gov.uk/publications/children-missing-education)</i></p>
Sexual abuse in schools and colleges	<p>On 21 April 2021, Ofsted published plans for a review into safeguarding policies and practices relating to sexual abuse in state and independent schools and colleges.</p> <p>The review was announced by government, after anonymous</p>

	<p>testimonials of sexual abuse were published on the website 'Everyone's Invited'.</p> <p>The government has asked Ofsted to carry out an immediate review of safeguarding policies in state and independent schools and colleges in relation to sexual abuse. The review will look at whether schools and colleges have appropriate processes in place to allow pupils to report sexual abuse concerns freely, knowing these will be taken seriously and dealt with swiftly and appropriately.</p> <p>The review will establish whether there is sufficient guidance for schools and colleges on how they should deal with sexual harassment and violence allegations, and whether they understand and implement guidance well. It will also seek to identify whether current inspection regimes in both state and private schools are strong enough to address concerns and promote the welfare of children.</p> <p><i>(Reported by the Government - https://www.gov.uk/government/publications/ofsted-review-of-sexual-abuse/ofsted-review-into-sexual-abuse-in-schools-terms-of-reference)</i></p>
Sufficiency of school places (an update)	<p>There is some risk around the sufficiency of Year 7 school places in the medium-term.</p> <p>The risk was scored upwards to reflect initial notification from the Department for Education (DfE) of a potential delay in the scheduled completion of Outwood Academy Riverside, which the DfE has advised may now be January 2024, rather than summer 2023 as originally planned.</p> <p>This potential delay could result in a shortfall in school places for the September 2023 intake. However, the Council is working with DfE to mitigate any delay and plan for any extra spaces that may be required.</p> <p>There is no potential shortfall in places for September 2021 and the potential shortfall in places for September 2022 has been mitigated by actions undertaken by the Council, in particular approval by the Executive on 24 May 2021 of £2.3m capital investment at Kings Academy to create 128 additional places.</p> <p><i>(Reported in the Strategic Plan 2020-23 - Progress at Year-End 2020/21 submitted to Executive on 15 June 2021).</i></p>

Suggestions

5. Children's Services has advised that the following suggestions will provide Members with a holistic view of education (and its associated risks) as it comes out of the second wave of Covid-19.

Suggestion	Details
Recovery	It is acknowledged that the impact of Covid-19 has resulted in months of lost time in school. As a result the Local Authority has

	<p>worked with partners to develop a recovery plan to respond to the numerous challenges.</p> <p>This topic will cover a wide range of recovery activities and provide assurance to Scrutiny.</p> <p><i>Suggestion submitted by Children's Services</i></p>
Special Educational Needs and Disabilities (SEND)	<p>This topic will provide assurance to Scrutiny that young people are receiving appropriate provision for their needs and that the Local Authority is adequately prepared for the SEND inspection framework (Local Areas inspection- Ofsted).</p> <p><i>Suggestion submitted by Children's Services</i></p>
Inspecting Local Authority Children's Services (ILACS) Improvement	<p>This topic will provide assurance to Scrutiny that young people are receiving appropriate provision for their needs and that the Local Authority is adequately prepared for the ILACS inspection framework in relation to education (Children Missing from Education, Exclusion, Elective Home Education and Virtual School etc.)</p> <p><i>Suggestion submitted by Children's Services</i></p>

6. It should be noted that the suggested topics outlined above are exactly that, suggestions. The content of the scrutiny panel's work programme is entirely a decision for the panel to make. When considering the work programme, the panel is advised to select topics that are of interest to it, as well as topics that the panel feels by considering, it could add value to the Local Authority's work.
7. In addition to undertaking the agreed work programme, scrutiny panels have also previously responded on an ad-hoc basis to emerging issues - such as considering relevant new legislation, guidance or Government consultation documents. This approach occasionally results in further topics being identified for investigation or review throughout the year.
8. On occasion ad-hoc scrutiny panels may also be established throughout the year to undertake additional investigations, for example to examine areas of work which overlap more than one scrutiny panel.
9. The scrutiny panel is also advised that, under the terms of the Local Government Act 2000, local authorities have a responsibility of community leadership and a power to secure the effective promotion of community well-being. Therefore, in addition to the scrutiny panel's generally recognised powers (of holding the Executive to account, reviewing service provision, developing policy, considering budget plans and performance and financial monitoring), panels also have the power to consider **any** matters which are not the responsibility of the Council but which affect the local authority **or** the inhabitants of its area. For example, nationally, local authorities have undertaken scrutiny work on issues such as post office closures, rural bus services, policing matters and flood defence schemes.

Scrutiny work plan prioritisation aid

10. Members may wish to use the aid attached at **Appendix 1** to prioritise issues where scrutiny can make an impact, add value or contribute to policy development.

PURPOSE OF THE MEETING

11. The scrutiny panel is asked to consider and agree its work programme for the 2020/21 municipal year.
12. When considering its work programme, the scrutiny panel is asked to ensure that topics agreed for inclusion:
 - affect a group of people living within the Middlesbrough area;
 - relate to a service, event or issue in which the Council has a significant stake or over which the Council has an influence;
 - are not issues which the Overview and Scrutiny Board or the scrutiny panels have considered during the last 12 months;
 - do not relate to an individual service complaint; and
 - do not relate to matters dealt with by another Council committee, unless the issue deals with procedure.
13. It is suggested that the scrutiny panel has a mixture of working styles in its programme. This can include detailed and in-depth reviews, shorter topics, or one-off investigations.
14. Once the scrutiny panel has identified the areas of priority, support staff will draw those topics into a programme for approval by the Overview and Scrutiny Board.

RECOMMENDATION

15. That the scrutiny panel identifies two topics it would like to include in its work programme for 2021/22, for consideration/approval by the Overview and Scrutiny Board.

BACKGROUND PAPERS

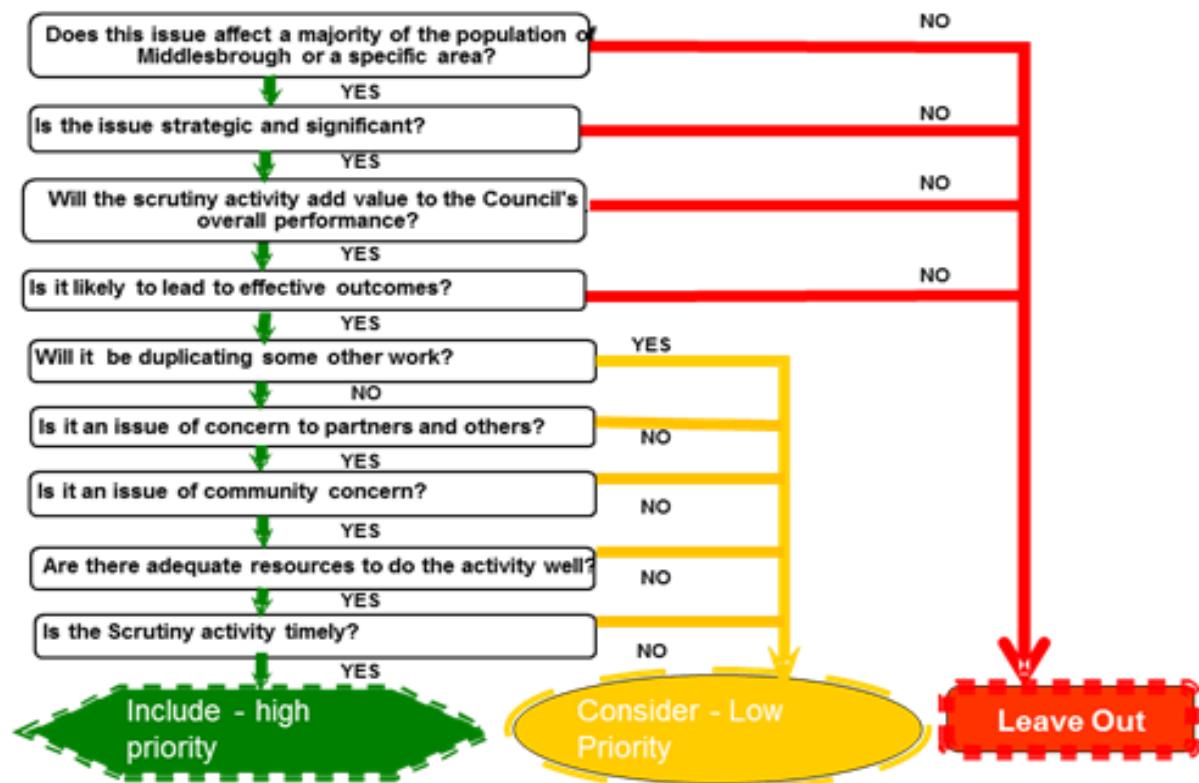
16. Throughout the report, reference is made to information published by the Local Authority, the Department of Education and the Local Government Association.

Contact Officer

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APPENDIX 1



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Children and Young People's Learning Scrutiny Panel

Proposed Meeting Schedule for 2021/22

Members are asked to consider the proposed schedule of meeting dates, for the Children and Young People's Learning Scrutiny Panel, for the 2021/22 municipal year:

Date	Time	Venue
Monday 26 July 2021	10:30 a.m.	TBC
Monday 6 September 2021	10:30 a.m.	TBC
Monday 4 October 2021	10:30 a.m.	TBC
Monday 8 November 2021	10:30 a.m.	TBC
Monday 13 December 2021	10:30 a.m.	TBC
Monday 17 January 2022	10:30 a.m.	TBC
Monday 21 February 2022	10:30 a.m.	TBC
Monday 21 March 2022	10:30 a.m.	TBC
Monday 25 April 2022	10:30 a.m.	TBC

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