

Thurrock: A place of opportunity, enterprise and excellence, where individuals, communities and businesses flourish

# Children's Services Overview and Scrutiny Committee

The meeting will be held at **7.00 pm** on **10 November 2015**

**Conference Room, Gable Hall School, Southend Road, Stanford-Le-Hope SS17 8JT**

## Membership:

Councillors James Halden (Chair), Yash Gupta (MBE) (Vice-Chair), Clare Baldwin, Leslie Gamester, Martin Kerin and Susan Little

Reverend Darren Barlow, Church of England Representative  
Patricia Wilson, Roman Catholic Church Representative  
Myra Potter, Parent Governor Representative  
Sarah Sanders, Parent Governor Representative

## Substitutes:

Councillors Joycelyn Redsell, Andrew Roast and Kevin Wheeler

## Agenda

Open to Public and Press

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| <b>1 Apologies for Absence</b>  |               |
| <b>2 Minutes</b>  | <b>5 - 12</b> |
| To approve as a correct record the minutes of Children's Services Overview and Scrutiny Committee meeting held on 15 October 2015.  |               |
| <b>3 Items of Urgent Business</b>   |               |
| To receive additional items that the Chair is of the opinion should be considered as a matter of urgency, in accordance with Section 100B (4) (b) of the Local Government Act 1972. |               |
| <b>4 Declaration of Interests</b>   |               |

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**Queries regarding this Agenda or notification of apologies:**

Please contact Jessica Feeney, Senior Democratic Services Officer by sending an email to [Direct.Democracy@thurrock.gov.uk](mailto:Direct.Democracy@thurrock.gov.uk)

Agenda published on: **2 November 2015**

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# DECLARING INTERESTS FLOWCHART – QUESTIONS TO ASK YOURSELF

Breaching those parts identified as a pecuniary interest is potentially a criminal offence

## Helpful Reminders for Members

- *Is your register of interests up to date?*
- *In particular have you declared to the Monitoring Officer all disclosable pecuniary interests?*
- *Have you checked the register to ensure that they have been recorded correctly?*

## When should you declare an interest *at a meeting*?

- **What matters are being discussed at the meeting?** (including Council, Cabinet, Committees, Subs, Joint Committees and Joint Subs); or
- If you are a Cabinet Member making decisions other than in Cabinet **what matter is before you for single member decision?**



Does the business to be transacted at the meeting

- relate to; or
- likely to affect

any of your registered interests and in particular any of your Disclosable Pecuniary Interests?

Disclosable Pecuniary Interests shall include your interests or those of:

- your spouse or civil partner's
- a person you are living with as husband/ wife
- a person you are living with as if you were civil partners

where you are aware that this other person has the interest.

A detailed description of a disclosable pecuniary interest is included in the Members Code of Conduct at Chapter 7 of the Constitution. **Please seek advice from the Monitoring Officer about disclosable pecuniary interests.**

**What is a Non-Pecuniary interest?** – this is an interest which is not pecuniary (as defined) but is nonetheless so significant that a member of the public with knowledge of the relevant facts, would reasonably regard to be so significant that it would materially impact upon your judgement of the public interest.

### Pecuniary

If the interest is not already in the register you must (unless the interest has been agreed by the Monitoring Officer to be sensitive) disclose the existence and nature of the interest to the meeting

If the Interest is not entered in the register and is not the subject of a pending notification you must within 28 days notify the Monitoring Officer of the interest for inclusion in the register

Unless you have received dispensation upon previous application from the Monitoring Officer, you must:

- Not participate or participate further in any discussion of the matter at a meeting;
- Not participate in any vote or further vote taken at the meeting; and
- leave the room while the item is being considered/voted upon

If you are a Cabinet Member you may make arrangements for the matter to be dealt with by a third person but take no further steps

### Non- pecuniary

Declare the nature and extent of your interest including enough detail to allow a member of the public to understand its nature



You may participate and vote in the usual way but you should seek advice on Predetermination and Bias from the Monitoring Officer.

**Vision: Thurrock:** A place of **opportunity**, **enterprise** and **excellence**, where **individuals**, **communities** and **businesses** flourish.

To achieve our vision, we have identified five strategic priorities:

**1. Create** a great place for learning and opportunity

- Ensure that every place of learning is rated “Good” or better
- Raise levels of aspiration and attainment so that residents can take advantage of local job opportunities
- Support families to give children the best possible start in life

**2. Encourage** and promote job creation and economic prosperity

- Promote Thurrock and encourage inward investment to enable and sustain growth
- Support business and develop the local skilled workforce they require
- Work with partners to secure improved infrastructure and built environment

**3. Build** pride, responsibility and respect

- Create welcoming, safe, and resilient communities which value fairness
- Work in partnership with communities to help them take responsibility for shaping their quality of life
- Empower residents through choice and independence to improve their health and well-being

**4. Improve** health and well-being

- Ensure people stay healthy longer, adding years to life and life to years
- Reduce inequalities in health and well-being and safeguard the most vulnerable people with timely intervention and care accessed closer to home
- Enhance quality of life through improved housing, employment and opportunity

**5. Promote** and protect our clean and green environment

- Enhance access to Thurrock's river frontage, cultural assets and leisure opportunities
- Promote Thurrock's natural environment and biodiversity
- Inspire high quality design and standards in our buildings and public space

## Minutes of the Meeting of the Children's Services Overview and Scrutiny Committee held on 15 October 2015 at 7.00 pm

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**Present:** Councillors James Halden (Chair), Yash Gupta (MBE) (Vice-Chair), Leslie Gamester and Susan Little

Reverend Darren Barlow, Church of England Representative  
Patricia Wilson, Roman Catholic Church Representative  
Sarah Sanders, Parent Governor Representative

**Apologies:** Councillors Clare Baldwin, Martin Kerin and Myra Potter

**In attendance:** Carmel Littleton, Director of Children's Services  
Andrew Carter, Head of Children's Social Care  
Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills  
Temi Fawehinmi, Contract and Performance Manager  
Michelle Lucas, Learning and Skills Manager  
James Waud, Strategic Lead, YOS, Adolescent Services, Troubled Families  
Jessica Feeney, Senior Democratic Services Officer

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Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

### 19. Minutes

The Minutes of the Children's Overview and Scrutiny Committee, held on the 15 September 2015, were approved as a correct record subject to:

- Patricia Wilson being referred as the Church of England Representative instead of the Roman Catholic Church Representative.
- Patricia Wilson being marked as present.
- That Item 14, paragraph 6 must read that St Clere's Trust legally could not open a nursery.

### 20. Items of Urgent Business

There were no items of urgent business.

### 21. Declaration of Interests

Councillor Gamesters declared a non-pecuniary interest in respect of the meeting, because his Daughter worked at a Nursery in Ockendon.

Reverend Barlow declared a non-pecuniary interest in respect of the meeting, as his wife was a teacher at Thameside Primary School, and he has children

at the Convent School and Palmers College, He is also a vice chair of the William Palmer Trust.

## **22. Education Transport - Service update**

The Children's Overview and Scrutiny Committee requested an update on Education Transport and the progress made with respect to the various aspects of policy reviewed since October 2012 when an Education Transport Project Group was set-up around transport to post 16 facilities, transport for children aged 8-11 years, transport to faith schools, transport for children with SEND, the Travel Training programme and the establishment of the Exceptional Circumstances panel.

Reverend Barlow felt that there was no option for those seeking a Christian faith school in Thurrock; it was added that the annual cost of £1117 took the option out of families' hands. The Contracts and Performance Manager explained that other parents of other faiths also had no option of religious schools within Thurrock, it was clarified that the equality acts from 2010 stated that religion as characteristic was not covered under the heading of denominational transport and was not a statutory obligation to the Council.

Patricia Wilson informed the Committee that many parents sent their children to faith schools for the faith aspect not for teaching standards, it was questioned how parents would afford to transport more than two children to faith schools. The Contracts and Performance Manager explained that the Council may not be able to cater for families not receiving benefits.

Councillor Little questioned the expenses used for transporting looked after children to schools. The Contracts and Performance Manager explained that the Council had to make quick decisions at times and depending on some circumstances taxis were the only option. It was confirmed that £1633 had been spent on taxis in the current financial year. The Committee were informed that the taxi contracts had been revised and reviewed at Cabinet this year.

Councillor Little questioned if the budget had been affected by the Rural Bus Service discontinuing in Horndon and Fobbing. The Contracts and Performance Manager informed the Committee that a small number of children were being transported to schools by taxi.

Councillor Gupta questioned why the post commissioned transport service users had decreased to 108. It was explained to the Committee that more students were using other types of transport such as the discounted bus pass which was found more beneficial by students due to the flexibility of use at weekends and evenings.

The Chair of the Committee felt concerned that the Council had not investigated the 1.2 million expenditure gap for mainstream education. The Contract and Performance Manager explained that mainstream education



was consulted on last year and that Contract and Performance team would be looking further across the board in the future.

**Resolved:**

- 1. That Children's Overview and Scrutiny consider the aspects of transport reviewed in this report and comment upon the progress and/or recommend next steps.**

**23. Thurrock Childcare Sufficiency Annual Assessment 2015**

Learning & Universal Outcomes Officer outlined Thurrock's Annual Childcare Sufficiency Assessment 2015, it was explained that the report broke down geographically early years places and identified areas where the council had both a surplus and deficit of places. The Committee were informed that the report was part of the statutory duty as set out in the Childcare Act 2006 which stated that Local Authorities need to ensure that the Council meet the requirements of early years entitlement with due regard to planning and growth across the Local Authority.

The Interim Strategic Lead on School Improvement, Learning and Skills Officer informed the Committee that there was currently sufficient nursery provision in Tilbury for two, three and four years olds, although it was added that with new housing developments the current provision would no longer be adequate, the Committee were enlightened that the Council would be working with outreach to resolve the problem. Councillor Little felt that the Council must encourage and make families aware of the benefits to fulfil nursery places.

The Chair explained that the Thurrock Childcare Sufficiency Annual Assessment 2015 report was emailed to all members prior to the Committee, concerns were raised that no comments regarding nursery provisions in Thurrock were received.

Councillor Little questioned Officers regarding the number of Travellers currently in childcare. The Learning and Universal Outcomes Officer informed the Committee that the travellers support service would regularly visit traveller sites to encourage the take up of education across the board.

Reverend Barlow felt that the number of good or outstanding early education and childcare providers was good, however Members questioned what was in place to improve the remaining childcare providers who were not good or outstanding. The Learning and Universal Outcomes Officer explained that a number of the providers were awaiting Ofsted inspections and support packages had been put in place. The Chair requested that an update on addition childcare provision would be reported to the Children's Overview and Scrutiny Committee later in the municipal year.

Councillor Gamester queried how the Aveley and Uplands ward was indicated as a high priority area, The Learning and Universal Outcomes Officer

explained that priorities were calculated around methodology and projections. Councillor Little informed Officers that there were 129 proposed housing developments for Orsett instead of 37. The Chair requested that Members should refer to the Director of Children's Services outside of the meeting for any further clarifications.

**Resolved:**

- 1. To support further early years & childcare development in Aveley & Tilbury recognising the deficit outlined in the sufficiency report.**
- 2. To promote and encourage more schools to consider eligible 2 year old intake.**
- 3. To support public village hall use for the increase of early education particularly related to costs associated with tenancy**
- 4. To consider early education future needs before decision are taken in relation to capital assets across the Local Authority**
- 5. That the Director of Children's Services would liaise with Communications Officers to publicise the encouragement of take up in early year's education.**
- 6. That the Learning and Universal Outcome Officer provides Councillor Little with information regarding traveller's education up take.**

**24. Pupil Premium**

The Committee were informed that the report compared the performance of children and young people in receipt of Pupil Premium funding in Thurrock schools and academies for the academic year 2014/15. It was explained that the Hathaway Academy and Harris Academy were examples of good practice. This was presented by detailed information on their use of pupil premium to raise standards and narrow the gap for young people in receipt of the additional funding.

The Interim Strategic Lead, on School Improvement, Learning and Skills Officer explained that final results would be available later in the year as the data used in the report remained non-validated by the DfE. It was also added that the report did not contain comparisons for GCSE results as the results were subject to a significant number of re-marks of tests specifically in English and Mathematics.

The Chair of the Committee questioned how the Council is ensuring that the practice shown by Hathaway Academy and the Harris Academy is being exercised across all schools. It was explained that narrowing the gap between pupil premium and non-pupil premium students was a key focus; Officers

added that the Council wish to take this across all ten secondary schools by demonstrating how affective the additional funding was.

Reverend Barlow questioned who the academies gave account to when evaluating and allocating the additional funding; the Committee was informed this would be determined by the leadership and governing body of the academy.

**Resolved:**

- 1. That the Overview & Scrutiny Committee scrutinises the impact of pupil premium for the academic year 2014-15 in primary schools across the borough and seeks an update for secondary schools when the data is fully validated.**
- 2. Acknowledges the actions taken by The Hathaway Academy and Harris Academy Chafford Hundred**
- 3. That the Interim Strategic Lead, on School Improvement, Learning and Skills Officer organises a conference for all schools in Thurrock to discuss the Pupil Premiums best practice.**

**25. School Results/School Performance**

Interim Strategic Lead on School Improvement, Learning and Skills Officer explained that raising achievement in all areas of education remains a key priority and that the Council had seen considerable success in the last four years as attainment and progress had risen significantly, particularly in the primary sector. Further strategies had been put in place as a result of the recommendations from the Education Commission Report, the impact of which had been to place the local authority in a strong position when in comparison with other statistical neighbour local authorities. At primary level Thurrock had rapidly improved being just below the national average for good and outstanding schools nationally. Secondary schools remained well above the national average for good and outstanding schools. The Committee was enlightened that the data was still provisional, although an updated report would be submitted to the Children's Overview and Scrutiny Committee at a later stage.

The Committee were informed that the key stage two data results were incorrect as a school was missed off during the calculation; Officers informed the Committee that this would be corrected in December. Reverend Barlow queried whether the missing data would increase or decrease the results; the Interim Strategic Lead on School Improvement, Learning and Skills Officer estimated that the missing data would increase the results.

The Chair questioned what the Council was undertaking for those students that did not receive a strong early year's education. The Director or Children's Services explained that this was aworking progress and informed the

Committee that the pupil premium children aged five achieved better results in 2015 than all children in 2014.

The Interim Strategic Lead on School Improvement, Learning and Skills Officer highlighted that the Council had not received all GCSE results for 2015 due to remarks. The Committee were informed that this was an issue nationally, but assured members that a report regarding this would return to the Children's Overview and Scrutiny Committee later in the municipal year.

The Director of Children's Services predicted that Thurrock Councils GCSE's results would be lower than national average for the year 2015. The Committee was informed that there were factors within Thurrock schools regarding the Maths Edexcel and English IGCSE exams papers which are taken by many schools in the borough, but not by many nationally.

Councillor Little felt that a strong governing body was a contributing factor when looking to enhance schools academic achievements. The Interim Strategic Lead on School Improvement, Learning and Skills Officer informed the Committee that a team of Officers currently pursued vacancies for school governors and organised regular training sessions.

Councillor Gamester asked for clarification regarding the key stage two trend data graph that did not increase during 2013 and 2015. The Interim Strategic Lead on School Improvement, Learning and Skills Officer explained that the graph was an area for improvement, and that one of the priorities was to maximum the potential of able children. The Committee were informed that the assessment arrangements were changing and that levels were now being assessed in words, it was added that this would prove difficult when predicting the 2016 school results.

Councillor Gupta questioned what input the Officers had on Schools and Academies when working to enhance results. The Director of Children's Services explained that the Council had a duty to ensure good provision when schools were underperforming, it was added that academies had previously submitted self-evaluations which gave the Council a strong dialogue.

Councillor Little questioned how schools results varied between looked after children and non-looked after children. Members were informed that twenty-eight children sat GSCE exams and three achieved 5 A\*-C grades, The Director of Children's Services assured the Committee that this was an area for improvement but asked Members to consider that some of the students were unaccompanied asylum seekers whom did not speak English. The Committee were informed that the Council currently ensure the following when working with looked after children;

- That the amount of school transfers were minimal
- Private tuition
- Educating foster parents on the importance of education.
- Post 16 education and career paths.

The Director of Children's Social Care informed the Committee that there would be a briefing in December which would give an update on all school's improvements.

**Resolved:**

- 1. That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2015 tests and examinations and commends pupils, schools and parents/carers on their achievements.**
- 2. That the Committee recognises how the Education Commission recommendations and existing strategies have been best deployed to raise achievement and consider how these will raise still further across all key stages, especially at Key Stage 2.**
- 3. This report should be considered in conjunction with the Pupil Premium report to Overview and Scrutiny Committee.**

**26. Child Poverty - Opportunity for Every Child**

The Child Poverty Strategy builds upon the work of the Councils previous strategy developed in 2011. The strategy and action plan builds on the work undertaken and looks to provide opportunities for all children recognising and looking to embed the concept of 'Child Poverty Every Body's responsibility'

It was explained that the Council works towards a place where every child has the same chance to achieve his or her potential; where no child lacks food or the basic necessities of family life, or lives in poor housing, or in families where parents are unable to work; where every child attends a good school; and where every child has ready access to a range of leisure, cultural and sporting opportunities.

The Chair of the Committee agreed that school attainment and education was the main route out of poverty, however it was recommended that the Council also considered work skills and local employment opportunities. The Learning and Universal Opportunities Officer explained that increasing apprenticeships and other local employment opportunity's was a key priority.

Councillor Gupta enquired what feedback had been received from families affected by poverty. The Learning and Universal Outcomes Officer explained that the Troubled Family's conference demonstrated how some the hard work and Councils procedures had made changes.

The Chair of the Committee felt that it would be beneficial to make a clear distinction between poverty and poverty crisis'. The Learning and Universal Outcomes Officer explained that this was something that the Council would look to capture through the action plan which included crisis intervention and the use of Thurrock food banks.

**Resolved:**

- 1. That the Overview and Scrutiny Committee consider the Child Poverty Strategy 2015-2020 and endorses the strategy and action plan.**
- 2. That the progress made since the 2011-2014 strategy is recommended.**

**27. Serious Youth Violence**

This item was exempt to the public.

**28. Work Programme**

The Democratic Services Officer explained that there was a new agenda item and that the work programme would be amended then circulated electronically.

**The meeting finished at 9.54 pm**

Approved as a true and correct record

**CHAIR**

**DATE**

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|   |                             |
|---|-----------------------------|
| <b>10 November 2015</b>   | <b>ITEM: 5</b>              |
| <b>Children’s Services Overview and Scrutiny Committee</b>  |                             |
| <b>School improvement in Thurrock- the Impact of School to School Support</b>   |                             |
| <b>Wards and communities affected:</b><br>All   | <b>Key Decision:</b><br>All |
| <b>Report of:</b><br>Roger Edwardson – Interim Strategic Leader School Improvement, Learning and Skills<br>Andrea Winstone – School Improvement Officer |                             |
| <b>Accountable Head of Service:</b> Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills                                   |                             |
| <b>Accountable Director:</b> Carmel Littleton, Director of Children’s Services  |                             |
| <b>This report is public</b>  |                             |

## **Executive Summary**

The Council set up the Education Commission to review education provision and to consider how progress and performance could be accelerated in Thurrock. The success of recent years and the opportunities presented in the area by regeneration and the arts has encouraged all involved in education to work collaboratively and raise standards. This report provides evidence of the whole education community working together to shape a better future for children and young people across Thurrock.

### **1. Recommendation**

- 1.1 The Overview and Scrutiny Committee is asked to consider the innovative and effective working relationships between schools, academies and the local authority and the positive impact on school improvement.**
- 1.2 The Overview and Scrutiny Committee is asked to consider this report in conjunction with the Multi-Academy Trust Relationship report of the same date.**

## **2. Introduction and Background:**

Thurrock has a diverse school community with a strong emphasis on high performance and improvement. Over the past five years there has been evidence of strong improvement of schools and academies in Ofsted judgements and a strong trajectory of improvement in attainment in primary schools. There have been a number of initiatives to ensure that the corporate priority to “Create a great place for learning” is at the centre of all that we do. Working with schools to attract high quality sponsors, fostering a thriving school to school support structure and driving up governance are key.

Seven of the 52 schools are community schools maintained by the local authority. All of the local authority maintained schools are primary schools – apart from Treetops Special School.

Eight of the 52 schools have a faith connection (five Catholic and three Church of England). Six of these schools are voluntary aided, one is voluntary controlled and one is a Church of England Foundation school. There are two primary free schools in Thurrock .

The remainder of the schools have become either sponsored or converter academies. Many of these academies are part of multi or umbrella academy trusts. The academy chains are a mix of those led by educational sponsors embracing groups of academies that extend beyond Thurrock, and those that at this point just comprise schools in Thurrock.

The proportion of schools that have become academies is high relative to the rest of the country where around 60 per cent of secondary schools and 10 percent of primary schools have become academies. In part, this is because the local authority has supported and facilitated schools to convert to academy status. It has also been open in welcoming academy sponsors to play a significant role in school improvement and has been supportive of strong schools in the borough sponsoring other schools that need improvement support.

Schools in Thurrock have been on a significant path of improvement. In 2010 only 33% of primary schools were good or outstanding. In October 2015, 72% of primary schools are ‘good or better’ and 75% of children attend primary schools that are ‘good or better’ (up from 2009). As the Ofsted inspection cycle has slowed down, the local authority anticipates that there are a number of schools which would be judged good which have not yet had a recent inspection. However only one primary school is judged ‘outstanding’. Currently there are no schools judged to be inadequate in Thurrock. In the secondary sector, three are judged ‘outstanding’, whilst five are judged ‘good’ and two that ‘requires improvement’. One school has no current judgement. Both the special schools are judged ‘outstanding’ and the pupil support service which includes medical tuition and the primary and secondary Pupil



Referral Unit has no current judgement since being sponsored by Olive Academies Trust in April 2015.

Thurrock seeks to have a forward thinking approach to school improvement. This includes:

- School led improvement – schools providing analysis, challenge and support to each other to effect rapid and sustained improvement. Teaching schools and good and outstanding schools, stand-alone academies, academy chains and free schools providing capacity and school improvement strategies for others with the ambition to ensure all schools are good or better by the end of the academic year 2016/17
- School driven initial teacher training, continuous professional development and recruitment
- Driving LA wide performance issues, such as improving progress and attainment from key stages 1 to the end of key stage 2
- Driving practice to support pupils qualifying for the pupil premium
- Driving practice to support initiatives gap in mathematics, English and languages for students studying these subjects at A level
- Ensuring that the benefits of more schools becoming academies are used well to ensure to support rapid improvement e.g. making best use of the capacity of academy chains and partnerships and the use of teaching schools

## 2.1 **Thurrock Education Alliance (TEA) and the Thurrock Education Network (TEN)**

TEA meets termly to oversee school performance and to consider bids from strategic groups for funding from the Education Commission Budget for school improvement projects. Bids are submitted on a pro-forma application form and are considered and scored against a set success criteria. (Appendix 1)

Approved bids are forwarded to TEA for commissioning, monitoring and evaluation of the projects. TEN evaluate the impact so far of projects and award a RAG rating through the project monitoring forms that are submitted by the project leads. This information is then reported to TEA.

An example of a project is the joint bids by both primary and secondary sectors to commission a Recruitment and Retention Strategy in order to address recruitment and retention issue experienced in Thurrock. An ex-headteacher of two Thurrock secondary schools, with extensive knowledge of the local issues, has been appointed and is in the process of producing a joint

strategy to be published in November. There has been significant interest in this from both Southend and Essex Councils.

## 2.2 **Strategic Groups**

The strategic groups are a prime example of school to school support in Thurrock, where schools and academies work together without boundaries to achieve a common goal. (See below the list of strategic groups) An example of this is the Thurrock Primary assessment Tool project which is led by Rhys Latham at Dilkes Primary Teaching School Alliance and funded through a bid to TEA. A number of primary schools and the School Improvement Officer (SIO) worked together to develop an assessment tool which has been shared via a secure website. This website is free to use for Thurrock schools and there will be a charge for non-Thurrock schools which will allow sustainability of the website. The site had received over 1000 hits in the first half term and has led to an increase in teacher confidence in levelling pupils' writing and identifying next steps. This will ultimately have an impact of increased pupil progress in writing in primary schools.

All of the strategic groups meet regularly to discuss the key areas for development.

### **Strategic Groups:**

THPA- Thurrock Primary Heads Association  
TASS- Thurrock Association Secondary Heads  
TAG- Thurrock Association of Governors  
0-11 Strategy Group  
11-19 Strategy Group  
DPTSA- Dilkes Primary Teaching School Alliance  
TTSA- Thurrock Teaching School Alliance  
HACH- Harris Federation Teaching School

## 2.4 **Teaching School Alliances (TSA)**

(Please see appendix 3)

The Teaching School Alliance leads meet with the School Improvement Officer termly to identify schools which may require school to school support using most recent data, from the council data and performance team, Ofsted reports, council monitoring and school's own information. The information is used to support 'School to School' support bids to The National College for Teaching and Leadership (NCTL). School-to-school support fund provides grants for teaching schools and national leaders of education (NLEs) to support school improvement by working with underperforming schools and academies.

The support provided helps improve school performance, through time-limited intervention by system leaders. Funding is awarded to teaching schools and schools with a designated National Leader of Education to support schools

judged by Ofsted as “requires improvement” and academies with “requires improvement” or “inadequate” judgements.

A number of school-to-school support bids have been approved and granted to date which have resulted in improvements in all of the schools and academies supported e.g. Benyon Primary, Hathaway Academy, Quarry Hill Primary and Stifford Clays Primary. This term four more schools and academies have been identified for support and the teaching schools are submitting bids for the current application round which closes at the end of November.

The teaching schools publish a list of the Subject Leaders in Education (SLE) they have available to support schools on their own and the National College for Teaching and Learning (NCTL) websites. SLEs can also be brokered as part of LA intervention for schools falling below the Government floor standards. Thurrock is extremely fortunate to have over 35 SLEs available currently who can support on almost every national curriculum subject.

All three TSAs and their strategic partners contribute to the Continuing Professional Development (CPD) offer in Thurrock. An annual brochure of high quality CPD is circulated to all schools and academies in the borough.

Teaching schools work to six key areas known as ‘The Big Six’

“The Big Six”:

1. Teacher training and new entrants to the profession – developing Initial Teacher Training (ITT) opportunities for all schools, and becoming involved in the School Direct programme.
2. Continuous Professional Development (CPD) – providing high quality, value for money CPD for all schools.
3. Talent spotting and develop leadership potential. Where are Thurrock’s next Headteachers and how do we retain them in the borough? Developing a cohesive approach to leadership training and succession planning.
4. Providing support for schools by schools – using the best practice locally to support developing practice; enabling professional colleagues to collaborate and learn from each other.
5. Designating and brokering Specialist Leaders in Education (SLEs) – sharing expertise and developing coaching across all of Thurrock’s schools.
6. Engaging in research and development – developing exciting and innovative pedagogy and leadership through our bespoke Masters programme, and other research and development opportunities.

The Three TSAs and Thurrock School Improvement Team work with the NCTL to meet ‘The Big Six’ in Thurrock.

## 2.5. **Wave 8/9 Funding**

NCTL funding is allocated to Southend, Essex and Thurrock to use collaboratively to improve recruitment and retention of teachers and leaders.

William Edwards, in collaboration with Belmont Castle Academy commissioned a cross borough conference in July 2015 using wave 8 funding. (There have been 7 previous “waves” of the scheme).

## 2.6 **School Triads**

Schools and academies have formed new partnerships to promote raising standards across the borough. This has proven mutually beneficial for many of the three school/academy partnerships. Each partnership was invited to identify the particular strengths which could be shared and also agree areas for further development. In order to encourage a shared understanding each Triad was formed with the specific phase, primary or secondary phase (including Special Schools). (see appendix 4 for details provided by each TRIAD). This is a research evidenced method for improving performance in schools and has been welcomed by local schools who have been open and constructive with each other in jointly working on school developments.

## 3. **Issues, Options and Analysis of Options**

None.

## 4. **Reasons for Recommendation**

Thurrock has a forward thinking and diverse approach to school improvement which harnesses best practice in schools, strong school to school support, and challenge from the local authority, strategic groups and from each other to drive improvement.

## 5. **Impact on corporate policies, priorities, performance and community impact**

This area of activity supports the corporate priority of creating a great place for learning.

## 6. **Implications**

### 6.1 **Financial**

Implications verified by: **Kay Goodacre**  
**Corporate Finance, Quality Assurance Team**

There are no financial implications in this report.

### 6.2 **Legal**

Implications verified by: **Lucinda Bell,**  
**Education Lawyer**

This report is for consideration only. The Committee is not required to make any decisions.

### 6.3 **Diversity and Equality**

Implications verified by: **Natalie Warren**  
**Community Development**

The author notes the positive contribution cross school collaboration can bring to supporting a positive learning environment for all children. Work to support vulnerable children and disadvantaged groups is incorporated into all streams of work.

### 6.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

None.

## 7. **Conclusion**

With a strong trajectory of good Ofsted judgements, many of Thurrock schools are in a good position to identify high quality support which can be offered to support other schools working in collaboration with the local authority. This is evidenced in a number of different approaches in the body of the report.

## 8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None.

## 9. **Appendices to the report**

Education Strategic Priorities 2015-2016

### **Report Author:**

Roger Edwardson

Interim Strategic Leader School Improvement, Learning and Skills

Children's Services

Andrea Winstone

School Improvement Officer

Children's Services

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## Thurrock Education Alliance - Application for Funding - Appendix 1

|   |  |                                  |             |
|---|--|----------------------------------|-------------|
| <b>Project Title:</b>   |  | <b>Application Ref No:</b>       |             |
| <b>Project Overview:</b>  |  |                                  |             |
| <b>Category:</b>  |  | <b>Date Reviewed by TEA:</b>     |             |
| <b>Project Owner:</b>   |  | <b>Budget Requested:</b>         |             |
| <b>TEA Sponsor:</b>   |  | <b>Approved/Declined by TEA*</b> | <i>date</i> |
| <b>Project Justification:</b> <i>(why is this project important, include relevant data, research, need analysis etc.)</i>     |  |                                  |             |
|   |  |                                  |             |
| <b>Success Criteria:</b> <i>(include outcomes which are specific, measurable &amp; can be reported on. A final evaluation</i> |  |                                  |             |
|   |  |                                  |             |
| <b>Project Delivery:</b> <i>(how will this project be delivered &amp; who will be involved)</i>                               |  |                                  |             |
|   |  |                                  |             |
| <b>Project Finance:</b> <i>(provide a breakdown of costs and details of suppliers if known)</i>                               |  |                                  |             |
|   |  |                                  |             |
| <b>Risks/Issues:</b> <i>(provide details of any potential risks &amp; issues identified e.g. time critical)</i>               |  |                                  |             |
|   |  |                                  |             |

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## Thurrock Education Alliance - Application Assessment Criteria

## Appendix 2

### Project Need

| 1                               | 2  | 3   | 4  |
|---------------------------------|--|---|--|
| The need is not clearly defined | There is some evidence of need, but it not coherent and does not clearly identify a target group or theme. | There is coherent evidence of need which clearly demonstrates a target group or target theme. | There is coherent evidence of need and the project demonstrates absolute certainty of need and addresses one of the key priortiers identified through the Education Commission report. |

### Success Criteria

| 1  | 2   | 3   | 4   |
|--|---|---|---|
| The success criteria are not clearly outlined. | There are some success criteria, but they are not specific or measurable. | There are specific measurable success criteria which have clear relevance to the project. | There are specific measurable success criteria which show clear and positive impact of the project. |

### Project Delivery

| 1   | 2  | 3  | 4  |
|---|--|--|--|
| The project plan is incoherent and/or the project team do not have the capacity to deliver the project. | There are some relevant actions, but it is not clear how they relate to the success criteria and/or it is unclear if the project team have sufficient capacity to deliver the project. | The action plan is relevant and coherent and is explicitly linked to the success criteria and the project team have the capacity to deliver the project. | The project team is well resourced and the action plan is relevant and coherent and is explicitly linked to the success criteria and gives absolute confidence that the success criteria will be met or exceeded within the specified timeframe. |

### Project Finance

| 1  | 2  | 3   | 4   |
|--|--|---|---|
| The proposed cost of the project is unclear or insufficient in detail. | There is some evidence that the proposed project cost is feasible. | The project costs are clear and realistic and there is supporting evidence e.g. quotes and a detailed breakdown of costs. | The project costs are clear and realistic and there is supporting evidence e.g. quotes and a detailed breakdown of costs and there are clear links to the objectives of this project. |

### Sustainability

| 1   | 2   | 3   | 4   |
|---|---|---|---|
| There is no evidence that the benefits of this project are sustainable. | There is some evidence that the benefits of this project are sustainable. | There is clear evidence that the benefits of this project will be sustainable over the medium term. | There is clear evidence that the benefits of this project will be sustainable over the long term. |

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### **Appendix 3: Teaching School Alliances**

#### **DPTSA**

Dilkes Primary School Thurrock Academy Converter Primary

Partner organisations

Beacon Hill Academy

Benyon Primary School

Deneholm Primary School

Giffards Primary School

Institute of Education

Kenningtons Primary School

Quarry Hill Academy

Shaw Primary School

Somers Heath Primary School

St Thomas of Canterbury Catholic Primary School

Thurrock Council

University of East London

#### **Harris Academy Chafford Hundred Harris Federation Teaching School Alliance**

Partner organisations

Chafford Hundred Primary School

Chobham Academy

Harris Academy Falconwood

Harris Academy Greenwich

Harris City Academy Crystal Palace

University of East London

**Beacon Hill Academy , Treetops School, delivered through William Edwards School**

Partner organisations

Deneholm Primary School

Essex Schools ITT Partnership (GTP)

Gable Hall School

Hassenbrook Academy

Ormiston Park Academy

St Clere's School

Stifford Clays Primary School

Thurrock Council

University of East London

West Hertfordshire Teaching School Partnership





## Appendix 4: TRIADS

### Primary Provision

Belmont Castle Academy, St. Thomas of Canterbury Catholic Primary School, Aveley Primary School:-

Strengths of the partnership:-

Reading, Mentoring, Teacher development, Modern Foreign Languages (MfL), Governing Body. Effective Learning Environments, Use of Ipad technology, Quality of support/development of teaching, Sporting/Arts Provision.

Distributed leadership, Effective use of facilities/environment, Broad and balanced curriculum.

Areas for development:-

Mathematics – make it exciting; writing; ensuring progress leads to increased attainment; Increased % of Level 5s; Ways to engage parents further.

The focus needs to be higher attainers achieving higher outcomes; Improved behaviour of pupils in unstructured situations; Engaging parents of difficult children more effectively (cultural influences).

Corringham Primary School, Tudor Court Primary, Stanford Le Hope Primary:-

Strengths of the partnership:-

Tracking new curriculum alongside current levels; SEND provision – tracking and impact; Coaching programme.

Early years setting, (Nursery and experienced staff); Strength in teaching mathematics and getting children to level 5/6; Middle leadership.

Areas for development:-

Developing new assessment systems to match ARE expectations/moderation across the school; Support for newly appointed headteachers and changes to leadership team.

Benyon Primary School, Orsett CofE Primary, Chadwell St. Mary Primary School:-

Strengths of the partnership:-

EYFS – environment, assessment; Pupil engagement through high impact teaching strategies; Assertive mentoring – life without levels introduced Sept 14.

Areas for development:-

EAL – securing better outcomes; SEND provision; outstanding learning behaviour; quality of teaching – embedding improvements.

Stifford Clays Primary School, Herringham Primary Academy, West Thurrock Academy:-

Strengths of the partnership:-

Monitoring of T & L – the role of SLT in unpicking the big picture

Areas for development:-

Performance Management – developing middle leaders; Quality Mark; Sports Development; Modern Foreign Languages (MFL).

Holy Cross Catholic Primary School, Woodside Academy, Warren Primary School:-

Strengths of the partnership:-

Spiritual, Moral, Social and Cultural provision (SMSC)

Use of academy freedom to develop integrated curriculum including arts projects to build school capital and enhance learning. Successful pupil progress from quality teaching, positive behaviour management and regular marking with targeted intervention.

Assessment for Learning (AfL); next step marking, pupil response, pupil tracking, writing. Curriculum enrichment including educating the whole child, SEND.

Areas for development:-

Development of higher achievement for more able pupils; MfL; developing cultural capital of staff.

Thameside Primary, Quarry Hill Academy, St. Mary's Catholic Primary School:-

Strengths of the partnership:-

Strategies to support vulnerable children and families; performance management systems/processes.

Areas for development:-

Parental engagement/Family learning.

Knowledge of high expectations in each year group by all learning including SEND and more able children rather than devolving responsibility to support staff; Understanding of the role of senior and middle leaders and their responsibility in driving the school forward (progress and attainment); Analysis of data, understanding of trends/patterns in core subjects by leaders and knowing what to do with the information.

### **Secondary Provision:-**

Harris Academy Chafford Hundred, Hassenbrook Academy, Ormiston Park Academy:-

Strengths of the partnership:-

Outcomes/value added for students with SEND; SEND practices; Outcomes in English and Maths; Leadership of T & L.

Achievement and progress in Maths; Pastoral care; Achievement and progress in languages, science, citizenship.

High quality pastoral care/inclusion; Student voice; Exploration of use of ICT.

Areas for development:-

Work-related/employability activities; Achievement in English; SEND provision on reduced funding – exclusion rates for Action Plus students.



Outstanding 'attitudes to learning'; Improved attendance; Life after levels; Use of Pupil Premium; High attainment in geography/history.

William Edwards School, The Gateway Academy, St. Clere's School:-

Strengths of the partnership:-

SEND arrangements – new code.

Self-evaluation; Inclusion; Maths.

Literacy links with primary

Areas for development:-

Achievement in MfL and Science;

Independent learning; Greater expectations for the more able; Basic numeracy.

More able learning – academic progress;

Inclusive curriculum design – KS3 enquiry based/KS4 progress 8; Technology subject area – T & L and assessment.

Gable Hall School, The Hathaway Academy, The Ockendon Academy:-

Strengths of the partnership:-

Consistency in equality first teaching; Induction process, our ITT programme and personalised staff CPD; Teaching and Learning in English and Maths.

Increasing rates of progress through demanding T & L practice – a new approach to QA of T & L;

Changing the culture of a school – building belief.

Areas for development:-

Calm, purposeful corridor movement systems; The joint commissioning of pay roll bureau services; Meaningful staff welfare programmes.

Demanding targets met through aspirational T & L; Emotional intelligence and reflective practitioners; A stronger curriculum, better suited to the needs of the students that also meets their needs.

Special School Provision:-

Beacon Hill Academy / Treetops School:-

Strengths of the partnership:-

Differentiation and personalised curriculum – person centred approaches; Assessment, target setting and recognising achievement for SEND pupils; Learning review process replacing lesson observation; Leadership model within a small school and bespoke training; Forest school.

SEND (generic); Speech and language; ABA.

Areas for development:-

Establish and further develop whole school as a reflective learning community; Clearer systems to measure impact of interventions and soft data; Develop principles of co-production with parents – particularly linked to SEND code of practice.

Communication with stakeholders; Broader range of accredited courses – concerns re. ‘Scrapping’ of coursework at GCSE; Life without levels



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**Appendix 5: The progress of all the Teaching Schools is measured against Key Performance Indicators :**

| NATIONAL KPI  | INTENT   |
|---|--|
| 1 Pupil attainment and closing the gap                | The improvement each year in attainment at key stages 2, 4 and 5 for pupils attending schools in alliances is greater than the national average. The reduction in the achievement gap for pupils in receipt of free school meals and/ or in care in teaching school alliances is greater than the national average |
| 2 Overall effectiveness of schools                    | Schools in alliances show a greater than national average improvement in Ofsted judgements, resulting in fewer poorly performing schools and more good and outstanding schools   |
| 3 Quality of teaching                                 | As a result of effective initial teacher training and continuous professional development, schools in alliances show an improvement in Ofsted judgements for teaching and learning that is greater than the national average   |
| 4 Quality of leadership                               | As a result of effective leadership development, schools in alliances show an improvement in Ofsted judgements for leadership and management that is greater than the national average   |
| 5 Number of trainees trained                          | The number of initial trainees trained in teaching school alliances increases year on year (in total and for each teaching school cohort)  |
| 6 Supply of leaders                                   | As a result of effective talent spotting and succession planning, schools in alliances show an improvement in headship vacancy rates that is greater than the national average   |
| 7 Number of schools in teaching school alliances      | The number of schools in teaching school alliances increases year on year (in total and for each teaching school cohort)   |
| 8 The number of SLEs designated, trained and deployed | The number of SLEs designated and trained by teaching schools is in line with targets agreed with DfE<br>50% of SLEs are deployed within 3 months of designation   |

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|   |                             |
|---|-----------------------------|
| <b>10 November 2015</b>   | <b>ITEM: 6</b>              |
| <b>Children’s Services Overview and Scrutiny Committee</b>  |                             |
| <b>Multi Academy Trust Relationships</b>  |                             |
| <b>Wards and communities affected:</b><br>All   | <b>Key Decision:</b><br>All |
| <b>Report of:</b><br>Carmel Littleton - Director of Children’s Services<br>Roger Edwardson – Interim Strategic Leader School Improvement, Learning and Skills |                             |
| <b>Accountable Head of Service:</b> Roger Edwardson, Interim Strategic Leader School Improvement, Learning and Skills   |                             |
| <b>Accountable Director:</b> Carmel Littleton, Director of Children’s Services  |                             |
| <b>This report is public</b>  |                             |

## Executive Summary

There are thirty-six academies in Thurrock, fourteen of which are sponsored and two are Free Schools. There are currently no schools in the process of converting. The Children’s Business and Improvement Team in Children’s Services, provide a service to schools to support them through the process efficiently and professionally.

## The Multi-Academy Trust (MAT) Model

A Multi Agency Trust is formed when a number of schools who wish to convert or have already converted to academy status, come together as one legal entity, either in a cluster or as part of a bigger existing organisation. The MAT is a single legal entirety with two layers of governance; an overarching academy trust governed by foundation members and a board of directors or governors.

There are ten Multi-Academy Trusts as well as 8 academies that are either part of an ‘empty MAT’ or are stand alone. An ‘empty MAT’ has yet to recruit academies to join, either because the MAT founder school decides it is not yet ready to support another school or have not yet approached. E.g. Belmont Castle Academy and Tudor Court Primary.

- Harris Federation Multi-Academy Trust
- Ormiston Multi-Academy Trust
- Olive Academies
- REAch2 Multi-academy trust
- St. Clere's Co-operative Multi-Academy Trust

- Stanford & Corringham Schools Trust
- The Academy Transformation Trust
- The Catalyst Academies Trust
- Umbrella Trust
- William Edwards Academy Trust

The MAT has responsibility for the performance of all the academies within the group, and the board of directors oversees the operation of the individual schools.

Any group of schools applying to become a MAT will need at least one member to be judged 'outstanding' or 'good' with performance in line with national standards and this school will need to be able to demonstrate it has sufficient capacity to support other schools in the proposed MAT.

Schools applying to become a MAT do not have to be already in a federation before applying. The DfE states that "each application will be considered on its merits, and the Secretary of State will only approve those where he is satisfied the schools have the capacity to enjoy academy freedoms, and where there are mechanisms in place to help weaker schools in the chain improve." Schools judged inadequate wishing to join the MAT cannot join unless sponsored.

What are the potential benefits?

- The MAT can set a strong, shared strategic vision across all the schools in the partnership.
- Because the MAT is accountable for the outcomes for all pupils in the partnership it can be an excellent mechanism for ensuring that support and challenge is directed to where it is needed most.
- The MAT has flexibility about how much or how little power it delegates to individual schools. This enables tailoring to the individual circumstances of the partnership.
- The MAT is the employer of all the staff. This makes it easier to deploy staff flexibly, draw on a wider pool of opportunities for CPD, and develop a trust-wide approach to staff development and succession planning.
- The central funding agreement can make it easier to pool resources and achieve economies of scale in contracting.

However, the MAT can delegate some or even most of its powers to governing bodies of individual academies to enable more focused local control, though it remains legally responsible for standards across all schools in the chain.

Thurrock schools have been forward thinking and proactive in converting to Academies, with 70% now having converted. Twenty-seven of these academies are in MATs.

## **1. Recommendation(s)**

### **1.1 Overview and Scrutiny Committee are asked to consider the current organisation of schools and the contribution of the multi academy trusts to raising standards across the borough.**



## **2. Introduction and Background:**

There has been a considerable improvement in the educational achievement of pupils in Thurrock over the past six years. It has been faster than the national rate of improvement. From lagging well behind national average attainment levels, Thurrock is now generally around or ahead of the national average at each of the primary key stages. This is an impressive achievement.

Many of the existing MATs are partners in one or more of the three teaching school alliances that operate within Thurrock. These alliances allow for partner working, school improvement and teacher continuing professional development (CPD). (Appendix 3- List of Teaching School Alliances)

The proportion of schools that have become academies is high (70%) relative to the rest of the country where approximately 60 per cent of secondary schools and 10 percent of primary schools have become academies. In part, this is because the local authority has supported and facilitated schools to convert to academy status. Thurrock is open in welcoming academy sponsors to play a significant role in school improvement and has been supportive of strong schools in the borough sponsoring other schools that need improvement support.

There is strong joint working in Thurrock which engages the Teaching Schools, MATs, stand-alone academies, free schools and maintained schools with effective heads groups (Thurrock Association of Secondary Schools (TASS) and Thurrock Primary Heads Association (TPHA). These are well represented at the Thurrock Education Alliance chaired by the Leader of the Council. The Education Alliance is supported by an executive Thurrock Excellence Network a partnership of the Director of Children's Services, school leaders, governors and the three teaching school alliances in the borough. The excellence network is developing its commissioning role for school improvement.

All schools and academies purchase the service from the LA Performance, Quality and Business Support. (PQBS) This high quality service allows schools and academies to share performance data and hold open and honest conversations regarding the performance of schools. Academies, MATs and schools can also benchmark themselves against similar schools in the Borough. This is a well-developed process and is also used at School Standards and Progress Boards and meeting with the Teaching Schools to identify schools/ academies in need of support.

The LA School Improvement Team works closely with the teaching schools to ensure targeted Continuing Professional Development, school to school support and deployment of SLEs is effective.

The Regional Schools Commissioner works with The Director of Children's Services and Interim Strategic Lead for School Improvement to promote and monitor free schools and academies. The School Improvement Officer also attends regional RSC meetings with other LAs in the Eastern region to develop good practice

Together, there has been a significant improvement in performance, and outcomes for children and young people are significantly higher. This is particularly noticeable in the primary sector where there are now almost 75 percent of schools good or better. Together, 80 percent of pupils now attend good or better Primary, Secondary and Special schools in Thurrock.

Appendix 1: Education Priorities for 2015/16 in the form of a "Plan on a Page" which has been consulted and agreed with all Thurrock schools and academies.

Appendix 2: list of the Multi Academy Trusts

## 2.1 **Harris Federation Multi-Academy Trust**

This Trust has three schools in Thurrock; Harris Academy Chafford Hundred, Harris Primary Academy Chafford Hundred and Mayflower Free School. Harris Primary became a sponsored academy in 2012. In 2014 the primary academy achieved a 'good' Ofsted judgement and some of the most positive Early Years and end of Key Stage outcomes in the borough.

The Mayflower Free School opened in 2014 and has already made a very positive start with better than national average outcomes for their first cohort of Early Years Pupils.

All of the Harris Federation Schools in Thurrock benefit from the MAT as well as the expertise found in the teaching school.

The teaching school also has a wider impact in Thurrock due to the high quality CPD and support to schools on offer.

## 2.2 **Ormiston Trust / Ormiston Academies Trust/ The Gateway Learning Community**

The Gateway Academy was the first school in Thurrock to become a sponsored academy by Ormiston Trust. Ormiston Academies Trust was later formed and sponsored Ormiston Park Academy. The Gateway Learning Community which is sponsored by Ormiston also sponsors Lansdowne Primary Academy and Tilbury Pioneer Primary Academy. Herringham joined the trust as a converter academy. The Gateway Free School is also part of this trust.

The Gateway Academy achieved an outstanding Ofsted inspection judgement in 2011. The free school and Herringham Primary Academy are judged to be 'good'.

The senior leaders the academies and the free school work collaboratively to improve the outcomes for the pupils in the Tilbury and Chadwell St Mary area. The deputy CEO has worked across the primary schools to ensure consistency of practice and the academies regularly pool resources to ensure effectiveness and efficiencies.

Ormiston Park Academy is a strategic partner of the Thurrock Teaching School Alliance (TTSA).

### 2.3 **Olive Academies**

Olive is one of the first Academy Sponsors to specialise in alternative provision in England. They formed in 2013 and have sponsored the Pupil Referral Unit (primary & secondary) since April 2015. Olive continues to support the pupils in Thurrock who require alternative or medical tuition.

### 2.4 **REAch2 Multi-Academy Trust**

Purfleet Primary Academy is the only Thurrock sponsored academy within the REAch2 Multi-Academy Trust. The sponsor has worked closely with their newly appointed Headteacher to improve outcomes for the pupils in Purfleet. The school was in special measures when it became a sponsored academy but has improved rapidly and is now an improving school.

### 2.5 **St Clere's Co-operative Multi-Academy Trust**

St Clere's became the first Multi-Academy Trust in the country to have Co-operative Articles of Association with East Tilbury Infant and East Tilbury Junior School. The infant and junior schools became the first academies to amalgamate in 2012.

The trust members also now include Thameside Primary School and Stanford Le Hope Primary, which are both sponsored by St Clere's Academy.

All five schools have benefitted from being part of the MAT. Thameside has now been judged to be a 'good' school (Ofsted 2014) and has improved the outcomes for pupils in all key stages. Stanford has been able to recruit a head of school from within the trust and data is improving.

The trust is able to recruit more strategically and the schools support each other in school improvement and teacher development.

St Clere's is also a strategic partner of the Thurrock Teaching Schools Alliance, delivering amongst others Newly Qualified Teacher CPD, subject leader support and Initial Teacher Training.

The academy trust collaborates well with other local schools and St Clere's has also worked in collaboration with Hassenbrook and Gable Hall to run the Stanford and Corringham Sixth Form Centre.

## 2.6 **The Academy Transformation Trust**

The Hathaway Academy, which became a sponsored academy in July 2013, is the only Thurrock school to be sponsored by the Academy Transformation Trust. The academy was judged to be a 'good' school by Ofsted in June 2015. The inspection report recognised the support from the sponsor for leaders at all levels.

## 2.7 **The Catalyst Academies Trust**

The trust was set up by Dilkes Primary School and sponsors Benyon Primary and Quarry Hill Primary. The trust works across all three schools to deliver school improvement in its role as sponsor. The trust has a number of outreach staff who are deployed across the borough through identification of need by the incoming school's headteacher.

Benyon Primary joined the MAT as a sponsored academy in April 2013 and was judged to be 'good' by Ofsted in March 2015.

Quarry Hill became a sponsored academy in July 2013 and was judged to have good leadership in June 2015.

Dilkes Primary Teaching School Alliance (DPTSA) is led by the Interim Headteacher at Dilkes Primary. DPTSA works closely with the other teaching schools and the School improvement Team in Thurrock to deliver the six core functions of the teaching schools.

## 2.8 **Stanford & Corringham Trust**

Stanford and Corringham Trust is made up of Gable Hall School and Corringham Primary as a sponsored academy.

Corringham Primary was a school in 'special measures' before it converted to become a sponsored academy in 2013. The LA worked to install a progress board and improve governance of the school as well as brokering interim leadership arrangements before the school became a sponsored academy.

The school has benefitted from the support of Gable Hall, especially in recruiting effective leadership (new HT was recruited in March 2014) and improving the quality of teaching and outcomes for pupils. The most recent inspection recognised the difference the new headteacher and the trust had made to the school. The leadership and management were graded as 'good' and a recent visit from a senior HMI also recognised the improvements in the school.

## 2.9 **Umbrella Trust – Essex**

The Umbrella Trust is made up of 3 converter academies, Hassenbrook, Academy, Abbots Hall Primary and Graham James Primary Academies.

## 2.10 **William Edwards School**

The William Edwards Academy Trust comprises William Edwards and Deneholm as converter academies with Stifford Clays as a sponsored academy (from April 2015).

William Edwards is the strategic partner delivering the TTSA on behalf of Treetops. TTSA works closely with the other teaching schools and LA School Improvement Team to deliver the core functions of the teaching schools.

## **3 Issues, Options and Analysis of Options**

None.

## **4. Reasons for Recommendation**

None.

## **5. Consultation (including Overview and Scrutiny, if applicable)**

None.

## **6. Impact on corporate policies, priorities, performance and community impact**

None.

## **7. Implications**

### **7.1 Financial**

Implications verified by: **Kay Goodacre**  
**Corporate Finance, Quality Assurance Team**

This report is for consideration only. The Committee is not required to make any decisions.

### **7.2 Legal**

Implications verified by: **Lucinda Bell,**  
**Education Lawyer**

This report is for consideration only. The Committee is not required to make any decisions.

### 7.3 **Diversity and Equality**

Implications verified by: **Rebecca Price**  
**Community Development**

The author notes the positive contribution cross school collaboration can bring to supporting a positive learning environment for all children and young people in Thurrock.

### 7.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

None.

### 8. **Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

None.

### 9. **Appendices to the report**

- 9.1 Education Strategic Priorities 2015-2016
- 9.2 Thurrock schools by form of governance
- 9.3 List of Teaching School Alliances

#### **Report Author:**

Andrea Winstone  
School Improvement Officer  
Children's Services

I want us to ensure that every child achieves their potential through excellent teaching and inspired learning.  
Carmel Littleton, DCS

## AMBITION, ACHIEVEMENT AND ASPIRATION EDUCATION STRATEGIC PRIORITIES 2015/16 PLAN-ON-A PAGE

### WHY ARE WE HERE?

**1. TO ENSURE EVERY SCHOOL AND SETTING IN THURROCK IS GOOD OR OUTSTANDING AND PROVIDING EXCELLENT LEARNING EXPERIENCES FOR ALL OUR CHILDREN AND YOUNG PEOPLE (CYP)**

### 2. THE PRIORITIES FOR 2015/16

|  |  |   |   |   |
|--|--|---|---|---|
| <p><b>2.1</b><br/>Improve pupil achievement and attainment so that all Thurrock educational provision is at least good and the gap between disadvantaged pupils and their peers is closed, and ensure more able and talented pupils reach their potential.</p> | <p><b>2.2</b><br/>Develop an excellent teacher and senior manager Recruitment and Retention Strategy and deliver high quality teaching and learning in all schools and settings.</p> | <p><b>2.3</b><br/>Ensure Safeguarding, Personal Development, Health and Wellbeing are central to the way schools and settings support and challenge their pupils in quality learning environments</p> | <p><b>2.4</b><br/>Ensure access to the best quality local offer to meet the needs of all CYP with Special Educational Needs and Disabilities (SEND)</p> | <p><b>2.5</b><br/>Working with families, continue to develop the cultural entitlement within a high quality curriculum to include culture, music, and sport and work experience for all</p> |
|--|--|---|---|---|

### 3. RAISE ATTAINMENT AND ACHIEVEMENT

#### 3.1 Progress at all Key Stages will be at least good, so that:-

|   |  |   |
|---|--|---|
| <p>All of our early years settings are good or better, and pupils will be well prepared for their reception year. 77% of our 5 years olds will reach a good level of development (GLD) at the end of their reception year</p> | <p>At least 85% of our 11 year olds will reach above national standards in reading, writing and maths so that they are secondary ready.</p>  | <p>Young people will achieve above the national average at 5+ higher grade GCSEs including positive progress 8 and all will be ready for the next steps in their life</p> |
| <p>Pupils in receipt of Pupil Premium will achieve in line with their peers.</p>  | <p>Young people will make informed choices about their future and engage in high quality education and training, and have access to Higher Education including the Russell Group of Universities</p> | <p>Every young person post 16 will be engaged in high quality education, employment or training with no NEETs or unknowns</p>   |

### 4. WHAT WE NEED TO DO TO GET IT RIGHT TOGETHER

|  |   |   |   |  |  |
|--|---|---|---|--|--|
| <p><b>4.1</b><br/>Continue to improve communication with and between schools and academies. Engage and empower leaders, including governors, at all levels to develop a sustainable sector-led model of continuous improvement</p> | <p><b>4.2</b><br/>Increase knowledge, skills and understanding of school performance (without levels!) with accurate and up-to-date tracking data</p> | <p><b>4.3</b><br/>Develop more effective use of best practice within the borough promoting school to school support and building on the good practice</p> | <p><b>4.4</b><br/>Increase the pace of improvement and accelerate progress especially in English, mathematics and science; improve attendance; reduce exclusions and narrow the gap made by different groups of CYP</p> | <p><b>4.5</b><br/>Develop a range of high quality employment, apprenticeships and training opportunities supported by schools, academies and business to ensure no-one is NEET</p> | <p><b>4.6</b><br/>Through effective differentiation, engagement and tracking ensure all vulnerable pupils achieve their potential.</p> |
|--|---|---|---|--|--|

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|   |  |
|---|--|
| <b>Local authority maintained community schools</b> | <ul style="list-style-type: none"> <li>• Arthur Bugler Primary</li> <li>• Aveley Primary</li> <li>• Bonnygate Primary</li> <li>• Chadwell St Mary</li> <li>• Little Thurrock Primary</li> <li>• Somers Heath Primary</li> <li>• Treetops Special School</li> <li>• Warren Primary</li> </ul>   |
| <b>Faith schools</b>                                | <p><b>Catholic diocese voluntary aided</b></p> <ul style="list-style-type: none"> <li>• Holy Cross Primary</li> <li>• St Joseph's Primary</li> <li>• St Mary's Primary</li> <li>• St Thomas Primary</li> <li>• Grays Convent High School</li> </ul> <p><b>Church of England</b></p> <ul style="list-style-type: none"> <li>• Bulphan Primary (voluntary controlled)</li> <li>• Horndon on the Hill Primary (foundation)</li> <li>• Orsett Primary (voluntary aided)</li> </ul>   |
| <b>Academy Chains</b>                               | <p><b>Harris Federation Multi-Academy trust</b></p> <ul style="list-style-type: none"> <li>• Chafford Hundred Secondary</li> <li>• Harris Primary Academy Chafford Hundred</li> <li>• Mayflower Free school</li> </ul> <p><b>Ormiston Academies Trust</b></p> <ul style="list-style-type: none"> <li>• The Gateway Academy (sponsored)</li> <li>• Gateway Free School</li> <li>• Lansdowne Primary Academy (sponsored)</li> <li>• Herringham Primary Academy (converter)</li> <li>• Ormiston Park (sponsored)</li> <li>• Tilbury Pioneer Academy (Sponsored)</li> </ul> <p><b>REAch2 multi-academy trust</b></p> <ul style="list-style-type: none"> <li>• Purfleet Primary (sponsored)</li> </ul> <p><b>The Academy Transformation Trust</b></p> <ul style="list-style-type: none"> <li>• The Hathaway Academy (sponsored)</li> </ul> <p><b>St Clere's Co-operative Academy Trust</b></p> <ul style="list-style-type: none"> <li>• St Clere's School (Converter)</li> <li>• East Tilbury Infant (Converter) and East Tilbury Junior (sponsored) now East Tilbury Primary</li> <li>• Thameside Primary (sponsored)</li> <li>• Stanford-le-Hope (sponsored)</li> </ul> <p><b>The Dilkes Multi-Academy trust</b></p> <ul style="list-style-type: none"> <li>• Dilkes Academy (converter)</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Quarry Hill (sponsored)</li> <li>• Benyon (sponsored)</li> </ul> <p><b>William Edwards Academy Trust</b></p> <ul style="list-style-type: none"> <li>• William Edwards (converter)</li> <li>• Stifford Clays (sponsored)</li> <li>• Deneholm (converter)</li> </ul> <p><b>Umbrella Trust (soft)</b></p> <ul style="list-style-type: none"> <li>• Graham James (converter)</li> <li>• Hassenbrook (converter)</li> <li>• Abbots Hall (converter)</li> </ul> <p><b>Stanford &amp; Corringham Trust</b></p> <ul style="list-style-type: none"> <li>• Gable Hall (Converter)</li> <li>• Corringham (sponsored)</li> </ul> |
| <p><b>Free-standing academy converters</b></p> | <ul style="list-style-type: none"> <li>• Abbots Hall</li> <li>• Beacon Hill Special School</li> <li>• Belmont Castle Primary Academy</li> <li>• Gable Hall Academy</li> <li>• Giffards Primary Academy</li> <li>• Graham James Primary Academy</li> <li>• Kenningtons Primary Academy</li> <li>• Ockendon Academy</li> <li>• Shaw Primary Academy</li> <li>• Tudor Court Primary Academy</li> <li>• West Thurrock Primary Academy</li> <li>• Woodside Primary Academy</li> </ul>  |

**Dilkes Primary Teaching School Alliance**

Dilkes – Teaching School  
Beacon Hill Academy  
Benyon Primary Academy  
Holy Cross primary  
Quarry Hill Primary Academy  
Kenningtons Primary academy  
Shaw Primary Academy  
Somers Heath Primary School  
St Thomas Primary School  
Warren Primary

**Harris Federation Teaching School**

Harris Academy Chafford Hundred- Teaching School  
Harris Primary Academy Chafford Hundred  
Harris primary Mayflower

**Thurrock Teaching School Alliance**

William Edwards School  
Beacon Hill  
Deneholm Primary  
Gable Hall School  
Grays Convent High School  
St Cleres School  
Hassenbrook Academy  
Ormiston Park Academy  
The Hathaway Academy  
Stifford Clays Primary  
Treetops School

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|  |                             |
|--|-----------------------------|
| <b>10 November 2015</b>  | <b>ITEM: 7</b>              |
| <b>Children’s Service’s Overview and Scrutiny Committee</b>  |                             |
| <b>Pathways For Youth Employment And Work Experience</b>   |                             |
| <b>Report of:</b> Councillor J Halden, Chairman of the Children’s Service’s Committee  |                             |
| <b>Wards and communities affected:</b><br>All  | <b>Key Decision:</b><br>Key |
| <b>Accountable Head of Service:</b> Michelle Lucas, Head of Department   |                             |
| <b>Accountable Director:</b> Carmel Littleton, Director of Children’s Service’s  |                             |
| <b>This report is</b> Public   |                             |
| <b>Purpose of Report:</b> To review the offer of work experience in the Borough, its effectiveness on preparing young people for job opportunities, and areas of reform. |                             |

## **Executive Summary**

Thurrock’s economic growth and ease of access to the city means that job opportunities here for young people are almost unrivalled. This makes it even more vital to ensure that young people are ready for the world of work with the correct skills to make sure that their opportunities are fully realised.

Work experience can be very patchy across the country– with provision ranging from comprehensive and full work place preparation, to limited or no provision at all, or some examples of having non-traditional work experience being skilfully incorporated into the curriculum.

The purpose of this group, set up as a Task and Finish Group under the Children’s Service’s Overview and Scrutiny Committee, is to try and disseminate best practice across Thurrock and create the right to environment to ensure that quality work experience is actively contributing to the future prospects of our students.

The Task and Finish Group was primarily concerned with the 11-16 age bracket which is prior to 6<sup>th</sup> form / college education and the common age of taking on part time work. The group took evidence from local businesses, educational providers, and included the Thurrock Youth Cabinet in all meetings of the group. The group was comprised of Cllr James Halden (Conservative, Homesteads) as Chair, Cllr Graham Snell (UKIP, Stifford Clays), and Cllr Steve Liddiard (Labour, Tilbury St Chads).

Pathways into Employment report, forward by Councillor James Halden LL.M, Chairman of the Children’s Services Committee

Pathways into Employment are vital – this initiative can break issues such as generational poverty and help to drive forward the future economy that we all rely on.

Growing up in Thurrock is a great privilege when you consider not just our regeneration opportunity verses relative affordable property prices of being a home county, but our proximity to our capital that boasts a world of employment as one of the world's leading cities. Thurrock students live in an area of great opportunity, it is our role as civic leaders to ensure that this opportunity is unlocked and therefore this working group was formed. Thurrock students deserve far more than a work experience placement that entails “making the tea, for the guy who makes the coffee”.

Work experience provides not just a vital insight into employment, but can also provide valuable perspective for students as they select the options and courses that will affect their education and life. In addition, work experience at a young age can provide important grounding into good professional habits. It is clear that if these ideas are put across for students at a younger age, they will better help individuals shape decisions and encourage positive outcomes. It is not the case that work experience should be consigned to post 16 education.

The aim of this report is to refocus on work experience. Due to the fact that it is not mandatory and that it is not given a final academic grade, it has been seen as less essential. By holding up examples of best practise and praising great offers in the Education awards, we can share ideas. By helping students shape their own experience and by offering great work experience packages as an award for contributions to Thurrock, we can encourage a borough wide conversation about its relevance - if it is done well! By making sure we talk to parents about unique offers in schools so they can hold them to account, we can ensure that no provider overlooks this key work

This report, I hope, will launch a renewed appreciation for good work experience and how we must stick to its improvement in order to make that vital link between Thurrock students and Thurrock's potential.

- 1. Recommendation(S):**
- 1.1 That work experience offers became a part of the published admissions information given to parents and students when deciding upon a school.**
- 1.2 Work experience quality to become a part of the education awards and the business awards.**
- 1.3 Thurrock Council offers a small amount of premium provision work experience places as a part of a Borough wide award for young people's community service.**
- 1.4 Youth Cabinet and Thurrock Youth Services to support schools and young people who wish to shape their own work experience offer.**
- 1.5 Thurrock Council continues to work with Ensign Buses and C2C regarding the associated travel costs of work experience.**

## **2. Introduction and Background**

- 2.1 In late 2014, Cllr Halden and Cllr Morris Cook brought the issue of Work Experience to the Children's Service's Overview and Scrutiny Committee, after it was initially discussed in the previous municipal year with the late Cllr Hale. However with each school having the flexibility to set their own programme, it was decided that the subject was far too vast for a single committee debate. Given the value of work experience, it was suggested and accepted that it should be the subject to a full T&F.
- 2.2 During the first meeting in February 2015, it was decided that the Chair should write to certain schools and businesses that offered the most diverse view of the local education/employment market to gather evidence regarding local provision. The partners written to were – The Port of Tilbury, High House Production Park, DP World, Lakeside, Palmers College, Gable Hall, the Gateway Academy, Grays Convent, and the Ockendon Academy.
- 2.3 It was also decided that the Youth Cabinet should be heavily involved to get their skills and enthusiasm involved with tangible governing experience.
- 2.4 Schools responded positively; from Palmers sending their Deputy Head in person, Grays Convent writing in, and Gable Hall Head Dr Asong talking on the phone with the Chair. The business feedback was very disappointing with no one responding formally. It was suggested that not only to write back to these businesses, but to also approach them in person where possible.
- 2.5 Schools have flexibility in regards to the provision of initiatives that support the teaching of employment skills and so on.

### **3. Issues, Options and Analysis of Options**

- 3.1 Committee stated that quality work experience was clearly very valuable in terms of giving insight into working life and an introduction into qualities like punctuality and professionalism. However it was also agreed that work placements where you “make the tea for the guy who makes the coffee” offers little benefit. Sadly such an image can devalue the general impression of work experience and therefore the perception of its usefulness.
- 3.2 Committee agreed that Thurrock students have a tremendous advantage given the growth agenda and opportunities in London. A concern was raised that some young people, certainly those from poorer backgrounds, can at times have lower expectations for what the local economy has to offer, maybe due to historical employment patterns locally. Good insights to working via work experience can help raise ambition and therefore outcomes.
- 3.3 Committee also disagreed with the Wolfe Report which stated that pre16 work experience offered little benefit. Quality work experience compliments education certainly at an early age where it can provide insight into life beyond that education. It was mentioned that working environment skills can help shape a young person’s outlook and expectations at a time where good habits are easiest to learn and this insight can inform their GCSE and A-level “options” sections. The more links that can be made between education and employment must surely be a positive thing for the future.
- 3.4 The Youth Cabinet representatives were invaluable. They offered key anecdotal evidence, from one young person who’s work experience was not fulfilling because it was confined only to retail, one whom wanted a work experience offer but it was not available, and one where the young person was supported by their school and Thurrock Council officers to activity go out and find their own placement. It is clear that having a lack of certainly of a quality and valuable experience is a real issue, and one that you would not tolerate if it was something such as not knowing a schools sport or extra circular provision.
- 3.5 The issue of work experience ranked top of a young person’s ballot as an important issue effecting them 2 years in a row. The desire for quality work experience amongst young people is clear.
- 3.6 It was discussed that positive work has been done with Ensign Buses to make transport more affordable for young people in Thurrock, but the cost can still be prohibitive, certainly if we want more ambitious placements. In addition, it did also seem hat some providers may have been confused over the issue that Thurrock Council could cover the cost of all health and safety checks and insurance costs.



#### **4. Delivery Plan**

- 4.1 In order to address the issue of provision being patchy across different institutions, committee feels that the offer of work experience should be a part of the information that parents and students are given at the admissions stage, so it can form a part of the total offer that schools use to compete with each other for students and are judged on like sporting facilities, exam results and so on, which ultimately drives up quality.
- 4.2 To disseminate best practice across the Borough, quality work experience placements should form a part of the education awards and business awards. Council can use a judge based matrix similar to other awards to quantify what value for money and quality work experience looks like. Council can also compile a booklet on best practise from across Thurrock for dissemination.
- 4.3 To help promote the values of work experience and community service amongst young people, the council should offer a few placements with extremely high quality providers who also offer further pastoral support post placement as a reward based on community service carried out by young people. This would have a limited cost per placement but would kick off a great Borough wide competition which would raise both the profile of the good young people do in the community, but also underscore what a value work experience can be.
- 4.4 As a part of making sure the Youth Cabinet's experience and insight aids their peers, the Thurrock youth team will assist the Youth Cabinet efforts to work with schools for those young people who want to shape their own work experience. This can include offer experience with setting up a placement based on interests or potential carers routs, to making sure health and safety checks and other issues and options are addressed speedily. It is vital that this work experience is valuable i.e. not working for a family business in name, but in reality not doing any work.
- 4.5 The Chair undertook to write to C2C and Ensign and ask if they could offer the free transport for a limited 2 week slot for students in need during work experience as a part of their corporate responsibility.

#### **5. Reasons For Recommendation:**

- 5.1 To fulfil the ambition of making work experience that can help lead to meaning full employment a known and clear quality, and to foster an environment where great work experience is held up as an example that all providers need to aspire to for their students.

#### **6. CONSULTATION (including Overview and Scrutiny, if applicable)**

- 6.1 The Youth Cabinet have been involved in each meeting, and this report will be presented to the Youth Cabinet, prior to going to committee for debate and a vote.

6.2 The committee was entirely cross party having been comprised of one Conservative Councillor, one UKIP Councillor and one Labour Councillor.

## **7. Impact On Corporate Policies, Priorities, Performance And Community Impact**

7.1 this is in line with our commitment of making sure that Thurrock is a place of opportunity for all, and helping to get young people into a position where they can make the best use of local employment opportunities.

## **8. Implications**

### **8.1 Financial**

Implications verified by: **Kay Goodacre**  
**Finance Manager**

There are no direct financial implications. Work is underway to negotiate with local bus companies affordable arrangements for students to travel to work placements.

### **8.2 Legal**

Implications verified by: **Lindsey Marks**  
**Principal Solicitor Children's Safeguarding**

There are no direct legal implications to this report. Work experience is not a legal requirement for schools and colleges but is covered by good practice guidance on the on 16-19 study programmes: work experience last updated on 17 March 2015 and published on the [www.gov.uk](http://www.gov.uk) website.

### **8.3 Diversity and Equality**

Implications verified by: **Becky Price**  
**Community Development Officer**

The quality of work experience opportunities for school-age children across Thurrock is variable. Opportunities to improve the offer are outlined in this report with specific support to the Youth Cabinet to enable young people to shape their own work experience in the future.

### **8.4 Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

**9. Background papers used in preparing the report** (including their location on the Council's website or identification whether any are exempt or protected by copyright):

- None

**10. Appendices to the report**

- Appendix 1 – Supporting Pathways to Work – Task & Finish Report

**Report Author:**

Kenna-Victoria Martin

Senior Democratic Services Officer

Legal and Democratic Services

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# Children's Overview & Scrutiny

## Task and Finish Group



## Supporting Pathways into Work for Young People

November 2015



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# Chair's Introduction



**Councillor James Halden**  
**Chair of Supporting Pathways into Work for Young People**

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## Introduction

The topic of Supporting Pathways into Work for young people was brought to the fore by the Children's Services Overview and Scrutiny Committee, which wanted to explore and investigate the support given to young people seeking Work Experience by both Thurrock Council and its partners.

### **The Aim of the Supporting Pathways into Work for Young People Task & Finish Group:**

**“To examine how Thurrock Council and its partners currently support young people into the workplace, particularly through teaching employability skills in education and the work experience offer in Thurrock. The group will make recommendations on how value can be added to the current offer.”**

### **What is Work Experience?**

The term 'work experience' generally refers to a specified period of time that a person spends with your business, during which they have an opportunity to learn directly about working life and the working environment.

Some work experience positions offer people the chance to try their hand at particular tasks, others simply provide an opportunity to watch and learn. The nature, length and arrangements for work experience vary.

## Membership of the Review Panel

Councillor James Halden (Chair) – Conservative  
Councillor Steve Liddard – Labour  
Councillor Graham Snell – UKIP

## Terms of Reference

We agreed that our key aims were:

1. To build a clearer picture of the realities of work placements in Thurrock and evaluate how young people are being equipped with the necessary skills to enter the workplace.
2. To examine how Thurrock could increase the employability skills of young people of secondary school age in Thurrock so that they are ready for work.
3. To review the quality of work experience placements in Thurrock and identify opportunities for improvement.
4. To consider how Thurrock could increase the number of young people who are undertaking work experience placements of some form at Key Stage 4/5.
5. To liaise with key stakeholders to evaluate the effectiveness of current work placement and employability skills education in schools at preparing young people for the local workplace.
6. To engage with local employers and industry leaders to determine how Thurrock can better support young people into the workplace.
7. To produce a report of findings in respect of current strategies and make recommendations on how value can be added to the current offer, feeding in the outcomes of the review to existing action plans and the work of the Thurrock Education Alliance

## Issues in- Scope

There will be 2 specific areas examined as part of this review:

- 1) Employability Skills in Schools
- 2) Work Experience

These areas have been identified as where a review could add most value and avoid duplicating other work already underway.

## Employment skills

The types of employability skills that will be considered are:

- Confidence building
- Reading, writing and numeracy skills
- Financial understanding
- Personal development
- Self-responsibility/attitude/work ethic

## Key issues

- Is there a shared understanding of what is meant by employability skills?
- What is the baseline for current levels of employability skills?
- What is the ambition/goal for levels of employability skills?
- How do we measure employability skills?
- What type of community work can help provide employability skills?
- What is the role of schemes such as – Duke of Edinburgh in helping young people to be ready for work?
- What is best practice nationally?

## Work Experience

This review could explore how to encourage schools, parents businesses and young people to undertake work experience of some form. This may explore the different types of work experience beyond the traditional 2 week block placement at KS4.

### Key issues:

- What is the evidence of the benefits of work experience placements?
- How can schools, parents and young people be convinced of the importance of offering their students the opportunity of work experience?
- Are there alternative forms of work experience placements that are more flexible that can be provided?
- How can the Council & partners assist with this?
- What are trends nationally?

This review could feed into the action plan for delivery of the 'Ambition, Achievement and Aspiration' Strategy developed as part of the Thurrock Education Alliance work, arising from the Education Commission report, published in 2013.

### Key stakeholders

- Secondary Schools/Academies
- Palmers College & South Essex College
- Job Centre Plus
- Thurrock Careers
- Learning & Skills Team
- Voluntary and Community Sector
- LEP – Employability and Skills Sub-Group (led by Essex County Council)
- 11-19 Strategy Group
- Children and Young People's Partnership
- Youth Cabinet

## Activity Timeline

*(subject to change as review progresses)*

The group undertook the following activities to reach their recommendations:

|   |  |
|---|--|
| <p><b>End of November 2014/ Early December 2015</b></p> | <p>Group Leaders to nominate Members to the Task &amp; Finish Group.</p>   |
| <p><b>January 2015</b></p>                              | <p>Officers to conduct research and prepare information pack for Members.</p>  |
| <p><b>February 2015</b></p>                             | <p>Receive and scrutinise information pack.<br/>Agree Terms of Reference</p>   |
| <p><b>March/May</b></p>                                 | <p>Evidence gathering with key stakeholders.<br/>Organise Stakeholder event include Portfolio holder witness session.</p>                                  |
| <p><b>August 2015</b></p>                               | <p>Gather and review evidence and make recommendations.<br/>Final meeting of review panel to prepare final report for Overview and Scrutiny Committee.</p> |
| <p><b>November 2015</b></p>                             | <p>Report back to Children's Overview and Scrutiny</p>   |

The activities undertaken were prepared and presented to the group at their meetings to enable all parties to participate in discussions and agreed to a way forward.

# Background Information

## Work Experience

Work experience has undergone significant change over the last four years. With a change of central government the statutory duty to provide work experience was removed and schools were given the opportunity to decide whether to continue with work experience or remove it from the timetable for young people aged 14-19.

The decision to remove the duty to provide work experience was based to a certain extent on an independent review carried out by Professor Alison Wolf (2011). The review identified that there was little evidence of work experience (for 14-16 year olds) having a positive impact in supporting the progression of young people into employment. However, the report did conclude that “genuine work experience” for 16-19 year olds had significant benefits in preparing young people for the challenges of work and enabled employers to identify young people with talent for their organisations.

Thurrock, like many other Local Authorities, saw a very mixed picture emerge, with some schools continuing to offer work experience and others offering alternative work related activities – some of which included placing a charge on parents who requested a work experience placement to pay for the mandatory health and safety checks for any work experience placement a young person undertakes.

In September 2013, the provider of work experience opportunities in Thurrock went into receivership. The Learning and Skills team in the Council were approached by the Principal of The Ockendon Academy to offer work experience opportunities as part of an emerging traded offer to schools which includes impartial information advice and guidance and support to recruit apprenticeships and other work related activities.



In response to this request, Thurrock Council has provided Health and Safety assurance for students to participate in work experience placements for the past year. This activity provides a source of income to Thurrock Council and enhances the school curriculum to prepare local young people for employment. Eleven institutions commissioned the work experience service in its first year (13/14). It is anticipated that 14 institutions will be utilising the service from September 2014.

The latest guidance released around work related activities states

*“Work experience is vital for young people and employers. It bridges the gap between school, college and work, helps young people make decisions about their future and develop new skills, and gives employers the chance to spot good new recruits”.*

**Skills Minister, Matthew Hancock October  
2013**

This support for work experience has been welcomed and echoed by local employers who have stated that they identify potential apprentices from the young people who undertake work experience within their companies.

## What does Thurrock do?

The Learning and Skills team provides a service to local Young People as follows:

- 1.** Works with partners to design/deliver short programmes to enable lower skills Young People to prepare for apprenticeships. The short programmes range from 2-12 weeks and comprise sector specific training, employability skills training and work placement that should lead to employment. The programmes delivered over the past six months+, have focused on Thurrock's key priority sectors. NEET Young People feedback that they are unable to afford to engage on the programmes on account of transport and food costs. We secured payment of transport and food on some of the programmes which slightly increased participation and outcomes.
- 2.** Provides 1-1 support to Young People with the delivery of employability skills training. We work on their CV, job applications, practice interview skills and provide support until they secure employment with training, this can include volunteering.
- 3.** Works with schools and employers to create meaningful work experience placements for Young People. A suite of documents is provided to each school/academy to enable robust documentation for Ofsted to measure quality of the experience.
- 4.** Provides 1-1 support for care leavers (16-24 years) to move into full time education or apprenticeships. This includes the delivery of literacy, numeracy, employability and life skills training before work experience placements/volunteering and ultimately secure employment. An effective cross directorate partnership reviews progress/services being accessed, every two weeks. Since Apr 14, 5 care leavers have secured employment (they continue to receive support so this is sustainable).
- 5.** We work closely with partners to create internships for local LDD residents (16-24 years) that are keen to be employed.

6. Thurrock Careers deliver information, advice and guidance to Young People to secure employment.
7. Youth Activities deliver informal sessions to engage the disengaged. During these sessions, they are helped to understand their motivations, how to make positive changes, develop aspirations to succeed++
8. In addition, we work with employers to create apprenticeship placements. We remove as many barriers as possible for employers to recruit local people by writing role desc/person specs, adverts, advise on apprenticeship frameworks, training providers, success rates, delivery models, provide CV's, sifting service or support on interview panels, advice on wage subsidies etc.
9. We have secured a Partnership Agreement with JobCentre Plus to reduce NEET in Thurrock.

## Institutions choosing Thurrock for Work Experience

There are currently 508 students placed or waiting to be placed via Thurrock Council's Support Programme. These placements are shown within the table below and broken down via each organisation.

| Institutions                                 | No. of students placed (or to be placed) |
|--|--|
| Ormiston Park Academy                        | 22                                       |
| The Ockendon Academy                         | 180                                      |
| Ockendon Studio School                       | 38                                       |
| William Edwards School                       | 9  |
| St Clere's School                            | 190                                      |
| Princes Trust                                | 42                                       |
| Pupil Support Service                        | 7  |
| Gable Hall School                            | 6  |
| Stanford and Corringham 6 <sup>th</sup> Form | 14                                       |

## Achievements to date

- Promotion of the service at partnership meetings has resulted in more take up of the service.
- A set of documents to enable education institutions to provide (and evidence to Ofsted) outcomes.

- Utilising a work experience student at Thurrock Council to enhance the content of the student forms.
- Efficient and effective communication between the Work Experience Co-ordinator and partner contact
- Approximately 280 local employers regularly provide work experience placements, across all sectors.
- Thurrock Council leading the way in providing work experience placements in a range of different directorates.

## Challenges for Thurrock

- Thurrock Council being reliant on one person to provide assurance for work experience placements
- Clashing work experience dates between institutions
- Continual need to promote and secure a range of placements as demand grows
- Sector specific engagement e.g. more opportunities in logistics sector to take advantage of the regeneration opportunities locally.

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## The Results from the Task and Finish Group

Participants included representatives from Educators, the Youth Cabinet, senior officers and Members. It was discussed at the first meeting the support offered by that the Council and its Partners and these were presented to Members within the information pack.

During the first meeting in February 2015, it was decided that the Chair should write to certain schools and businesses that offered the most diverse view of the local education/employment market to gather evidence regarding local provision. The partners written to were – The Port of Tilbury, High House Production Park, DP World, Lakeside, Palmers College, Gable Hall, the Gateway Academy, Grays Convent, and the Ockendon Academy

Throughout both meetings of the Review Panel, open conversations took place on the types of Work Experience and Work Placements on offer to young people within borough in relation to Work Experience. The Panel extended invitations to educators and local businesses

Following meetings of the Review Panel the following key points were identified:

- Schools responded positively; from Palmers sending their Deputy Head in person, Grays Convent writing in, and Gable Hall Head Dr Asong talking on the phone with the Chair.
- The business feedback was very disappointing with no one responding formally. It was suggested that not only to write back to these businesses, but to also approach them in person where possible;
- Following discussions with the Youth Cabinet it was felt the issue of work experience ranked top as an important issue effecting young people 2 years in a row. The desire for quality work experience amongst young people was clear;
- The Review Panel felt that the offer of Work Experience should be included as part of the information that parents and students are given at the admissions stage;

# Suggested Recommendations

The aim of this review was to look at ways young people within the borough were supported in the workplace.

The Review Panel considered the following recommendations:

## Recommendation One

It was identified that by including the types work experience was offered by schools at the admission stage may assist parents and students when deciding amongst which schools to visit and apply for.

**Recommendation 1:**  
That work experience offers became a part of the published admissions information given to parents and students when deciding upon a school.

## Recommendation Two & Three

**Recommendation 2:**  
Work experience quality to become a part of the education awards and the business awards.

Members felt that schools and colleges who offered quality work experience to students should be acknowledged, supported and awarded for their work.

**Recommendation 3:**  
Thurrock Council offers a small amount of premium provision work experience places as a part of a Borough wide award for young people's community service



## Recommendation Four

**Recommendation 4:**  
Youth Cabinet and Thurrock Youth Services to support schools and young people who wish to shape their own work experience offer.

The Review Panel agreed that having spoken with Members of the Youth Cabinet and hearing of their experiences; that they would be the best people to support their peers when it came to deciding what type of work experience to undertake.

## Recommendation Five

It was anonymously agreed by the Review Panel that Thurrock Council work with its partners at Ensign Buses and C2C in relation travel costs of work experience.

**Recommendation 5:**  
Thurrock Council continues to work with Ensign Buses and C2C regarding the associated travel costs of work experience.

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## Appendix 1

### Notes of the meeting of the Supporting Pathways into Work for Young People Review held on 24 February 2015 at 7.00pm

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**Present:** Councillors James Halden and Graham Snell.

**Apologies:** Councillors Simon Wootton and Steve Liddiard

**In attendance:** James Henderson – Youth Cabinet Representative  
Sue Davis – Assistant Principal, Palmers College  
Kenna-Victoria Martin – Senior Democratic Services Officer

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Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

#### **1. Election of Chair**

Councillor Halden accepted the role of Chair of the Pathways into Work for Young People Review panel

#### **2. Items of Urgent Business**

There were no items of urgent business

#### **3. Declaration of Interests**

There were no declarations of interest; however Councillor Halden informed those present that his sister was a member of the William Palmer Trust.

#### **4. Terms of Reference**

Members noted the terms of reference.

#### **RESOLVED:**

**That Members of the Supporting Pathways into Work for Young People Review agree the terms of reference as set out within the agenda.**

#### **5. Consideration of Information Pack**

The Chair of the Review Panel lead the discussion, informing those present that the idea to carry out an in-depth piece of work was thought of by the late Councillor Hale. It was explained that the Task and Finish Group was agreed at the November meeting of the Children's Services Overview and Scrutiny Committee and it was felt that it was important to have Members of the Youth Cabinet involved as they could provide firsthand accounts as to the work placements they had experienced.

Members carried on with discussions and panel considered Logistical issues, for example it was mentioned that Ensign Bus produced a student travel card and communication skills, it was discussed how unfortunately it seemed that young people lacked written communication skills which ended up with bad grammar. The Panel thanked officers for the work put into producing the information pack, however asked that financial information be included within any further reports as it mentioned within the pack that some work placements may occur a charge.

During discussions the Review Panel was informed of the work that Palmers Sixth Form College do to support their students, once students left the college, staff at Palmers contact students to find out what they are doing since leaving college, whether it was confirming the university they had been accepted into or the job they have secured.

It was agreed by all, that work placements needed to be meaningful, so that students actually learned as to whether they felt the career choice was for them and were not just required to carry out filling jobs. The Panel further discussed challenges that they may face and it was highlighted that it was important to manage the skills that students and young people learnt to enable them to transfer their skills into the work place.

The Assistant Principal of Palmers Sixth Form College informed the Panel that the College held career fairs, where they invite local business as well as law firms based in London. Members were advised that students were

encouraged to stop, talk and engage with people from the different firms to gain a better understanding of what they could expect from working within the different industries.

**RESOLVED:**

**That Members noted the Information Pack.**

**6. Witness Day**

The Review Panel discussed the possibility of holding two witness sessions, one for employers to see the skills that they require from young people joining the work place and the second with educators to find out what skills are being taught to young people.

Members highlighted the businesses and educators they wished to contact, to explain as to what it was they were investigating and to seek feedback as to what they do. The organisations were:

- Port of Tilbury
- High House Production Park
- DP World
- Lakeside
- Palmers Sixth Form College
- Gable Hall
- The Gateway Academy
- Grays Convent Secondary School
- Ockendon Academy

**RESOLVED:**

**That the Chair of the Review Panel writes to local businesses and schools to seek feedback as to work placements.**

**The meeting finished at 7.50.**

Approved as a true and correct record

**CHAIR**

**DATE**

**Any queries regarding these Minutes, please contact**

**Democratic Services at [Direct.Democracy@thurrock.gov.uk](mailto:Direct.Democracy@thurrock.gov.uk)**

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## Appendix 2

### **Grays Convent High School - Supporting Pathways into Work for Young People.**

Transferable skills and employability skills taught at Grays Convent School (we have students aged 11-16)

We follow the National Curriculum and therefore cover the following transferable skills particularly within PSHEC and Careers sessions. Students use the National Careers Service website.

- Communication
- Leadership
- Organisation
- Problem-solving
- Teamwork
- Using initiative
- Taking risks
- Adapting to change
- Handling uncertainty
- Financial capability
- Confidence
- IT skills
- Creativity
- Public speaking
- Negotiation

### Employability skills

- Application of ICT
- Self-management
- Business awareness
- Problem-solving
- Communication
- Literacy
- Teamwork

These are embedded into most subjects i.e. in English, students prepare and deliver presentations taking into account the needs of the audience and in Mathematics students tackle real life financial problems.

In addition, as a faith school we carry out a considerable amount of charity work whereby students plan an activity, promote it and raise the money. They also plan and deliver Masses and Assemblies.

In terms of Careers Information and Guidance, we have an external Careers Adviser for 2 days per week. Students have experience of the following:

### Year 8

Initial thoughts about your future and possible careers.

### Year 9

Use of diagnostic careers software and advice regarding options. Personal careers interviews take place. Involvement in Thurrock's Next Top Boss.

### Years 10 & 11

Personal interview by the external careers adviser, introduction to the National Careers Service, mock interview day and preparation of CVs (external local businessmen and business women interview our students), recognition of transferability of skills. All our Y10 students attend the Opportunity Thurrock event.

## Work Experience

We do not currently have students participating in work experience due to the rise in the age that students can take up paid employment and the pressure to ensure all students achieve the best GCSE grades possible.

## Duke of Edinburgh Award

We have a large number of participants who greatly benefit in term of their development of problem-solving and teambuilding skills. Many achieve Bronze Award and some go on to Silver.



## Appendix 3

### **Palmer's College – Supporting Pathways into Work for Young People.**

Through the use of employability skills framework students are provided with the opportunity to develop their attitudes, skills, knowledge and experience in preparation for entering the workplace.

#### Attitudes

**Self-perception** - Motivation, confidence, positive attitude, self-belief, pride, positive body language, self-expression and willingness to learn. Opportunities to develop these skills are provided through activities such as: weekly tutorials, group events/activities, 1:1 meetings with tutors, preparation for employment workshops and briefing for students/parents, work experience, volunteering, mentoring programmes, and following the college behavioural policy – Respect, Effort, and Pride.

**Attitude towards progression**- demonstrating an understanding of career options, progression routes, and job roles that are connected to or relevant to vocational and academic subjects, showing aspiration, motivation to progress, setting career goals, enhanced awareness of job market, willingness to seek advice and guidance. Opportunities to develop these attitudes arise through careers events (internal and external) careers tutorial sessions, preparation for employment workshops and briefing for students/parents, work experience, volunteering, guest speaker programmes, industry visits. 1:1 meetings with careers staff and through the college Work Experience/Volunteering/Employer Engagement Team.

#### Skills

**Self-Management** - skills including the ability to manage time effectively, dress and behave appropriately, accept responsibility, monitor and evaluate progress, set goals, be punctual and reliable, overcome challenges, take constructive feedback, demonstrate flexibility. Opportunities to progress these skills are provided through activities such as the college daily schedule, practical activities, preparation for employment workshops and briefing for students/parents, lessons, trips and visits, work experience, volunteering, 1:1 tutor mentoring, Student Support Services, Trips and visits, guest speakers, Your Life Fair.

**Problem Solving Skills**- use of creative thinking to develop solutions, generate ideas, analyse facts and situations, identify problems, find creative solutions, prioritise, plan, reflect and use initiative. Opportunities for development arise through team building activities, lesson activities, trips and visits, work experience,

volunteering, meeting coursework deadlines, self-study, seeking help where appropriate.

**Team Working** – demonstrating awareness and respect of others including the ability to listen, contribute and provide feedback, leadership, co-operation, negotiation, diplomacy, working towards a common goal, peer feedback and constructive feedback. Opportunities to develop these skills arise through lessons, workshops, practical team building activities, work experience, volunteering, Voluntary Service programme, clubs and activities, team games.

## Knowledge

**Practical use of Maths** – able to represent, analyse and interpret a situation using maths including use of calculating, estimating quantities, relating numbers in a business context and applying formulae. Opportunities for development provided through workshops and competitions, tutorials and lessons highlighting the practical use of maths in the working world.

**Practical use of ICT** – Use of a range of ICT systems to find, select, develop and present and communicate information including use of word processing, spread sheet packages, the internet, file management, telephones and mobile devices. Opportunities for development include workshops, tutorials, use of ICT suite, production of coursework, tutorials and lessons highlighting the practical use of ICT in the working world.

**Communication and Literacy** - communication skills including oral presentation, verbal understanding, following instructions, writing accurately, comprehension, writing clearly, presenting facts orderly and questioning. Opportunities for development include workshops, tutorials, team working activities, guest speaker and network meetings, preparation for employment workshops and briefing for students/parents, clubs and activities, team games, enterprise events, careers fairs (internal and external), CV workshops and 1:1 sessions, interview skills workshops and mock interviews, work shadowing, work experience, insight days, volunteering, Voluntary Service Programme, Your Life Fair, production of coursework, tutorials and lessons highlighting the practical use of literacy in the working world.

**Business Awareness** – understanding the key drivers for business success such as profit, recognising needs of customer, customer service. Opportunities provided through guest speaker events, workshops, careers events lessons, enterprise activities, preparation for employment workshops and briefing for students/parents.

**Experience** – Students have the opportunity to improve their attitudes, skills and knowledge through experience gained by participating in:

- Competitions
- Enterprise events
- Guest Speaker Programmes
- Lessons highlighting numeracy/literacy and employability skills
- Trips and visits
- Independent Volunteering opportunities (regular on-site presence of local volunteering agency)
- College Voluntary Service Programme
- Course related work experience programmes including 2 week placements/ one day per week placements/ ½ day placements/ holiday work experience programmes/ paid work during summer holiday period.
- Part-time jobs
- Internal and external Careers events
- Independent work experience opportunities
- Employability skills workshops
- Guided tutorials
- Team working events
- Preparation for employment workshops and briefing for students/parents
- Work shadowing and insight days
- Mentoring programmes
- Employer recruitment presentations and workshops

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## Appendix 4

### Minutes of the Meeting of the Supporting Pathways into Work for Young People Review Panel held on 27 August 2015 at 7.00 pm

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**Present:** Councillors James Halden, Steve Liddiard and Graham Snell

**In attendance:** Sonny Tipping, Representative of the Youth Cabinet  
Sophie Bourne, Representative of the Youth Cabinet  
Georgina Contreras, Representative of the Youth Cabinet  
Patrick Kielty, Participation Officer  
Michele Lucas, Learning & Skills Manager  
Kenna-Victoria Martin, Senior Democratic Services Officer

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Before the start of the Meeting, all present were advised that the meeting may be filmed and was being recorded, with the audio recording to be made available on the Council's website.

#### 1. Minutes

The Minutes of the Supporting Pathways into Work for Young People Review, held on 24 February 2015, were approved as a correct record; subject to the correction of a typographical error.

#### 2. Items of Urgent Business

There were no items of urgent business

Councillor Halden informed the Panel that although they had received feedback from the Schools they had send correspondence too; the Panel had not received feedback from the businesses within the borough. He continued by asking the Panel if they felt it would be necessary to have comments from the business.

It was commented by Councillor Snell that he felt it was important to hear back from businesses and for them to contribute to the Panel as young people undertaking work experience were the future employees of local businesses.

The Panel agreed to contact the four businesses again to seek their feedback as to what skills they look for when taking on students for work placements. Members of the panel also agreed to contact different business personally to enquire how they support work placements and what they look for when employing students for work experience.

### **3. Declarations of Interest**

There were no declarations of interest.

### **4. Feedback from Educators**

The Chair of the Review Panel opened the item for debate and comments from those present, by asking for clarification on what was meant by “We do not currently have students participating in work experience due to the rise in the age that students can take up paid employment and the pressure to ensure all students achieve the best GCSE grades possible” from the feedback received from Grays Convent.

The Learning & Skills Manager explained that the government had commissioned Professor Alison Wolfe to look in to work placements. A report was realised which stated that work experience was better suited for post 16year olds and did not truly benefit young people prior to 16 years old. However there were a range of schools within the borough who encouraged their students to embark on work experience.

#### **RESOLVED:**

**That the feedback from both Grays Convent and Palmers Sixth Form College be included within the report from the Review Panel.**

### **5. Discussion with Youth Cabinet**

The Review Panel began discussions by enquiring as to whether it was felt that work experience or placements being offered were relevant for what young people wanted to do.

A representative of the Youth Cabinet started by informing the panel that she had not been offered to complete work experience as yet and she had recently finish year 10. She stated that having GCSEs even if they were all A\* were not necessarily going to assist young people when looking for employment as they were asked what if any, experience they had.

It was discussed that young people completing work experience were given the opportunity not only to put their skills they had learnt at school into practice but

also to learn life skills such as professionalism, time keeping skills and working with adults; by learning these skills would assist with boosting confidence within young people.

The Learning & Skills Manager informed the panel that Thurrock Council worked hard with different employers and as an employer to get the most out of work experience for young people.

Councillor Halden suggested that it may be an idea to include the types of work experience schools offered as part of their admission criteria. This would give parents the option to take work experience into account when looking at secondary school places.

Representatives of the Youth Cabinet highlighted to those present that work experience also taught young people independence; as they didn't have their peers with them. It was explained that at school it was easy seek advice from friends and to ask them for the answers, were as during a work placement you would have to use your own incisive when working on a project.

Councillor Liddiard enquired as to whether young people were inspired to work in the city, as London was only a half an hour train journey away from the borough. He continued by stating that the type of work experience on offer would be different from what was offered locally. Representatives of the Youth Cabinet notified Members that within schools young people were being asked why they would want to work away from Thurrock when there was so much going on to promote the borough.

The panel were advised that it would be helpful for students to be informed of other areas around the borough for example Southend-On-Sea; as this could them to make an informed decision and assist when making the decision of where to complete any work placements.

The Chair of the review panel, sought as to whether it would be possible to include awards for those who completed work placements to an exceptional standard with the Educational Award or if Thurrock Council could hold awards for young people as well as local businesses should they secure apprenticeships or work from completing their work placement.

During discussions it was debated as to if schools set students a project at the beginning of year 10 to find their own work experience with steps to follow; whether it would encourage young people to take responsibly for their work placements. The Learning & Skills Manager contributed to the discussion by informing those present that some schools already encourage their young people to seek their own work placements; this was usually through parents or family friends.

The Youth Cabinet Representatives indicated that setting a project for students to find their own work experience had the potential to work as students were used to working to deadlines for coursework. It was further highlighted that it would be useful for young people if they had someone to talk to who could inspire them as they would have already completed work experience themselves.

The Review Panel were notified that the Learning & Skills, School Improvement team travelled all over the borough and London completing Health and Safety checks of all work experience placements and a lot of the schools were also involved in Thurrock next top boss.

Representatives of the Youth Cabinet agreed that however a package of work placements were organised, all schools should provide the same opportunities to young people; instead of their being a mix of school that do or do not carry out work placements.

**RESOLVED:**

**That the suggestions following the Review Panels discussion be included within the report which is taken back to the Children's Services Overview and Scrutiny Committee.**

**6. Next Steps**

Councillor Halden suggested that following the Review Panels discussions the points highlighted should be considered as recommendations for the main report:

- That Schools work experience programmes be included as criteria at an Admission stage;
- That awards be given at the Education Awards for Schools and businesses who offer work experience and for supporting students throughout the process;
- That Thurrock Council seek to organise a scholarship to support young people undertaking work placements.

It was agreed by Members that the report of the Review Panel be scrutinised by the Youth Cabinet prior to it being presented at the October meeting of the Children's Services Overview and Scrutiny Committee.

**RESOLVED:**

**That the report of the Review Panel be considered at by the Youth Cabinet at their meeting on Wednesday 7 October prior to it being presented to the Children's Services Overview and Scrutiny Committee.**



**The meeting finished at 8.13 pm**

Approved as a true and correct record

**CHAIR**

**DATE**

**Any queries regarding these Minutes, please contact**

**Democratic Services at [Direct.Democracy@thurrock.gov.uk](mailto:Direct.Democracy@thurrock.gov.uk)**

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**WORK PROGRAMME**  
**Children's Services Overview and Scrutiny Committee**

**ITEM 9**

| Conservative  | Independent | Labour       | UKIP          | Co-opted  |
|---------------|-------------|--------------|---------------|---|
| Cllr Halden   |             | Cllr Gupta   | Cllr Gamester | 1. Mrs P Wilson<br>(Roman Catholic Church Representative) |
| Cllr S Little |             | Cllr Kerin   |               |   |
|               |             | Cllr Baldwin |               |   |
| Substitutes   | Substitutes | Substitutes  | Substitutes   |   |
| Cllr Redsell  |             |              | Cllr Wheeler  | 3. Myra Potter<br>(Parent Governor Representative)        |
| Cllr Roast    |             |              |               |   |

**Meeting Dates:** 14 July 2015, 15<sup>th</sup> September 2015, 10 November 2015, 19<sup>th</sup> January 2016, 9 February 2016, 8 March 2016.

| Topic Name   | Description of areas to be explored    | Why this should be scrutinised | Outcome | Lead Officer                  | Brought to Committee by (Officer/ Member/ Statutory Reason) |
|--|--|--------------------------------|---------|-------------------------------|---|
| <b>14 July 2015</b>                                |  |                                |         |                               |   |
| Education Commission Update and Supporting Schools |  |                                |         | Carmel Littleton              | Member  |
| Youth Offending Service update in Corringham       |  |                                |         | James Waud                    | Member  |
| Serious Case Review Update Actions from Julia      |  |                                |         | Andrew Carter                 | Officer   |
| Adoption and Permanence Partnership                |  |                                |         | Sue Green                     | Officer   |
| Shaping the Council Budget update                  | Details of budget area to be confirmed |                                |         | Sean Clark / Carmel Littleton | Officer   |
| <b>15<sup>th</sup> September 2015</b>              |  |                                |         |                               |   |
| Serious Case Review Update for Megan and Julia     |  |                                |         | Andrew Carter                 | Officer   |

Updated: 27 July 2015

**WORK PROGRAMME**  
**Children's Services Overview and Scrutiny Committee**

**ITEM 9**

| <b>Topic Name</b>   | <b>Description of areas to be explored</b>   | <b>Why this should be scrutinised</b>                       | <b>Outcome</b>   | <b>Lead Officer</b>               | <b>Brought to Committee by (Officer/ Member/ Statutory Reason)</b> |
|---|--|---|--|-----------------------------------|--|
| Grangewaters Alternative Delivery Models                            | To consider options prior to presenting to Cabinet   | To ensure all options have been fully explored              | Agreement on recommendations to go to Cabinet  | Malcolm Taylor / Sue Green        | Officer  |
| Nursery Provision in East Tilbury.                                  |  |   |  | Carmel Littleton/ Roger Edwardson | Member   |
| Shaping the Council Budget update (if applicable) required          | Details of budget area to be confirmed   |   |  | Sean Clark / Carmel Littleton     | Officer  |
| Child Sexual exploitation Action Plan                               |  |   |  | Andrew Carter                     | Officer  |
| Education Transport – Proposed changes to Denominational Transport. |  |   |  | Temi Fawehinmi                    | Officer  |
| <b>15 October 2015</b>  |  |   |  |                                   |  |
| School Transport  |  |   |  |                                   | Member   |
| YOS Serious Youth Violence  |  |   |  | James Waud                        | Officer  |
| Annual Childcare Sufficiency  |  |   |  |                                   | Member   |
| Pupil premium   | To hear how the pupil premium is being used to improve outcomes, with a focus on the work at Hathaway and Harris in regards to mentoring troubled youths |   |  | Roger Edwardson                   | Member   |
| School Results/School Performance                                   | An update on results at KS1, KS2, KS4 and post 16  | To determine the progress of Thurrock schools and academies | Updated information and scrutiny of outcomes of national assessments and relative performance of schools | Carmel Littleton                  | Officer  |
| Update on the Child Poverty Strategy Outcomes from 2011- 2014       |  |   |  | Carmel Littleton                  | Member   |

Updated: 27 July 2015

**WORK PROGRAMME**  
**Children's Services Overview and Scrutiny Committee**

**ITEM 9**

| <b>Topic Name</b>  | <b>Description of areas to be explored</b>   | <b>Why this should be scrutinised</b>   | <b>Outcome</b>  | <b>Lead Officer</b>  | <b>Brought to Committee by (Officer/ Member/ Statutory Reason)</b> |
|--|--|---|---|--|--|
| Shaping the Council<br>Budget update (if applicable) required          | Details of budget area to be confirmed   |   |   | Sean Clark /<br>Carmel Littleton                           | Officer  |
| <b>10 November 2015</b>  |  |   |   |  |  |
| School Improvement – the impact of school to school                    |  |   |   | Roger Edwardson/Andre a Winsotne                           | Member   |
| Multi Academy Trust Relationships                                      |  |   |   | Roger Edwardson/<br>Andrea Winstone                        | Member   |
| Work placements and the pathway into work for young people in Thurrock |  |   |   | Carmel Littleton /<br>Kenna-Victoria Martin/ Michele Lucas |  |
| Shaping the Council<br>Budget update (if applicable)                   | Details of budget area to be confirmed   |   |   | Sean Clark /<br>Carmel Littleton                           | Officer  |
| <b>19 January 2016</b>   |  |   |   |  |  |
| Shaping the Council<br>Budget update (if applicable)                   | Details of budget area to be confirmed   |   |   | Sean Clark /<br>Carmel Littleton                           | Officer  |
| Fees and Charges   |  |   |   | Sean Clark   |  |
| School Admissions and Catchment Areas                                  |  |   |   | Colin Jones  | Member   |
| Children's Social Care – Statutory Complaints Annual Report            |  |   |   | Rhodri Rowlands  |  |
| Serious Case Review Update for Megan and Julia                         |  |   |   | Andrew Carter  | Officer  |
| Annual report of the LSCB  | An account of the activity and effectiveness of the Local Safeguarding Children Board over the past year | To ensure that the LSCB is effectively discharging its duties by contributing council scrutiny to the process | Understanding of the effectiveness of the LSCB in undertaking its safeguarding responsibilities | Alan Cotgrove  |  |

**WORK PROGRAMME**  
**Children's Services Overview and Scrutiny Committee**

**ITEM 9**

| Topic Name  | Description of areas to be explored      | Why this should be scrutinised   | Outcome   | Lead Officer                      | Brought to Committee by (Officer/ Member/ Statutory Reason) |
|---|--|--|---|-----------------------------------|---|
| <b>9 February 2016</b>  |  |  |   |                                   |   |
| EOH, troubled families and MASH intervention update and impact assessment and Troubled Families Initiative Phase 2 Launch | Update on the project Impact and success | To ensure the programme is on track and making a real difference to the lives of families in Thurrock. | Dissemination of good practice from the programme | Claire Moore/<br>Andrew Carter    | Officer   |
| Update on the commissioning out of Local Authority day nurseries in Tilbury   |  |  |   |                                   | Member  |
| Changes to Library Provisions   |  |  |   |                                   | Member  |
| Serious Case Review Update for Megan and Julia  |  |  |   | Andrew Carter                     | Officer   |
| University Attendance Rates   |  |  |   |                                   | Member  |
| Shaping the Council Budget update (if applicable)   | Details of budget area to be confirmed   |  |   | Sean Clark /<br>Carmel Littleton  | Officer   |
| Child Mental Health   |  |  |   | Andrew Carter                     | Officer   |
| Cultural Entitlement  |  |  |   | Carmel Littleton                  | Member  |
| <b>8 March 2016</b>   |  |  |   |                                   |   |
| Pupil Place Planning  |  |  |   | Janet Clark /<br>Carmel Littleton | Member  |
| Supporting Parents returning to work  |  |  |   |                                   | Member  |
| Updated Welfare Reform  |  |  |   | Michelle Lucas                    | Member  |
| Shaping the Council Budget update (if applicable)   | Details of budget area to be confirmed   |  |   | Sean Clark /<br>Carmel Littleton  | Officer   |
| Admissions Forum Report   |  |  |   | Carmel Littleton                  | Member – requested at meeting on 6 January 2015             |
| Inspire   |  |  |   | Michael Lucas                     |   |

**WORK PROGRAMME**  
**Children's Services Overview and Scrutiny Committee**

**ITEM 9**

| Topic Name           | Description of areas to be explored | Why this should be scrutinised | Outcome | Lead Officer                  | Brought to Committee by (Officer/ Member/ Statutory Reason) |
|----------------------|-------------------------------------|--------------------------------|---------|-------------------------------|---|
| Youth Cabinet Report |                                     |                                |         | Michele Lucas / Youth Cabinet | Officer   |

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| Meeting                                     | Pre Meeting                    |
|---|--------------------------------|
| 14 <sup>th</sup> July 2015                  | 6 <sup>th</sup> July 2015      |
| 15 <sup>th</sup> September 2015             | 7 <sup>th</sup> September 2015 |
| 15 <sup>th</sup> October 2015               | 5 <sup>th</sup> October 2015   |
| 10 <sup>th</sup> November 2015 (Gable Hall) | 27 <sup>th</sup> October 2015  |
| 19 <sup>th</sup> January 2016               | 7 <sup>th</sup> January 2016   |
| 9 <sup>th</sup> February 2016               | 28 <sup>th</sup> January 2016  |
| 8 <sup>th</sup> March 2016                  | 25 <sup>th</sup> February 2016 |

| Additional Meetings  |                                 |
|--|---------------------------------|
| Meeting  | Date                            |
| Additional Session for all members to be briefed on "achieving excellence in child | November – date to be confirmed |

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| social care”.  |                              |
| Youth Centre visit with the Committee.                       | August 7 <sup>th</sup>       |
| Joint session on the budget – all chairs                     | Feb 2 <sup>nd</sup>          |
| Task and Finish Group on work experience / employable future | 18 <sup>th</sup> August 2015 |

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| <b>Recommendations update table</b> |   |               |              |   |
|-------------------------------------|---|---------------|--------------|---|
| <b>Recommendation</b>               |   | <b>Author</b> | <b>Date</b>  | <b>Update</b>   |
| <u>Education Commission Update</u>  |   |               |              |   |
| 1                                   | Comments on the progress and achievements of Thurrock schools and partners above be noted   |               | 14 July 2015 | Noted   |
| 2                                   | That the currently funded activity and further developments that it would wish to be taken to further the education standards for all children and young people in Thurrock be noted. |               | 14 July 2015 | Noted   |
| 3                                   | Science and Maths to be included in the School on School improvement report   |               | 14 July 2015 | Noted   |
| 4                                   | A potential for a survey to return to each school of the original questions that the education commission proposed.   |               | 14 July 2015 | Noted – this will be completed for the end of the academic year |
| 5                                   | Organise briefing for December for members what's being done for each school to help the  |               | 14 July 2015 |   |

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|   | improvement journey.   |  |              |  |
| <u>Youth Offending Service function and performance</u> |  |  |              |  |
| 1   | To note the Overview & Scrutiny Committee comment on the function and performance of the YOS and review plans to address the two areas of improvement as set out in the HMIP Short Quality Screening Report dated 20th May 2015: |  | 14 July 2015 | The action plan from the SQS in May has now been fully implemented. Please see below.  |
| 2   | To note that Intervention planning should genuinely involve children and young people and their parents/carers. The plans should be constructed in such a way that they are effective tools to drive successful interventions.   |  | 14 July 2015 | <p>Referral Orders already use initial panel meetings which involve parents and young people in a restorative process to construct their own intervention plans. It is felt that the quality of the planning in this area does not require improvement.</p> <p>Youth Rehabilitation Orders use intervention planning meetings at the start of the orders and parents/carers are invited. Paper copies of the intervention plan are now produced and discussed with the young person/ carer and signed accordingly.</p> <p>Detention and Training Orders use community review meetings on release from custody and parents/carers and relevant professionals are invited. Paper copies of the intervention plan and licence requirements are produced and signed accordingly.</p> <p>All YRO and DTO planning meetings are now chaired by operations managers</p> |

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|   |  |  |              | <p>or senior practitioners who ensure that all parties are actively involved in the planning of their interventions. The recording of the meeting on YOIS will now be integral to the existing quality assurance process.</p> <p>Case managers have been briefed to ensure interventions plans are SMARTer, commensurate to length of sentence and risk led. Language used in intervention plans will be age appropriate and in 'Plain English'. Case managers will avoid using 'standard' objectives that seem to have accumulated throughout generic practice. Quality assurance processes have been introduced to ensure intervention plans meet the relevant requirements.</p> |
| 3 | Multi-Agency Public Protection Arrangements need to be fully understood by all staff and managers. |  | 14 July 2015 | National MAPPA guidance 2012 has been shared and disseminated to all staff. All staff has been fully briefed on offender categories and management levels. Local MAPPA lead has offered to provide further training to all staff if required and provided a training programme which has been shared with the team. Management oversight is now more prescriptive as to whether a referral is required and the recording on Risk of Serious Harm assessments is now clearer. Operations management are satisfied that MAPPA knowledge of case management team is satisfactory. It also felt that the action point arose due to poor recording on YOIS as                           |

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|   |   |  |              | opposed to limited knowledge.  |
| 4   | Chair and Director Children's Services to write to the Police and crime commissioner to request to extend the lease for a longer term on the old Corringham Police Station.   |  | 14 July 2015 | James Waud liaising with PCC   |
| <b>Julia - SCR Action Plan Update</b>               |   |  |              |  |
| 1   | To be noted that the Overview & Scrutiny Committee continues to monitor progress against the multi-agency action plan with a particular focus on Children's Services  |  | 14 July 2015 | This is monitored regularly in council services, through school safeguarding leads meeting and with partners through the LSCB. A further update will be brought back to the committee in January 16. |
| <b>Adoption and Permanence Services Partnership</b> |   |  |              |  |
| 1   | The comments on the development of a partnership by way of a grant agreement to provide an integrated programme of activity to optimise adoption outcomes for children following the decision at Cabinet on 8 July 2015 to be noted.  |  | 14 July 2015 | Noted  |
| 2   | That it be recommended future reports are brought to the Children's Service's Overview and Scrutiny Committee before being referred to Cabinet for decision, and where this is not possible to convene an extraordinary meeting of the Children's Services Overview and Scrutiny meeting to enhance the scrutiny process. |  | 14 July 2015 | Noted  |
| <b>Shaping the Council Budget Update</b>            |   |  |              |  |
| 1   | To note the Medium Term Financial Strategy (MTFS);  |  | 14 July 2015 | Noted  |
| 2   | To note the approach to Shaping the Council and budget planning for 2016/17 and beyond including the establishment of a cross-party Budget Review Panel.  |  | 14 July 2015 | Noted  |

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| 15 September 2015   |  |  |                   |   |
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| Nursery Provision In East Tilbury                                     |  |  |                   |   |
| 1   | The Chair requested that letters were sent from the Committee to Little Angels Day Care and East Tilbury Primary School to address to the situation.                                   |  | 15 September 2015 | Letters have been sent out to the parties concerned.  |
| 2   | The Children's Overview and Scrutiny Committee commented upon the actions taken to date and any further actions which should be taken by the Council to resolve the current situation. |  | 15 September 2015 | Further actions were taken in asking legal services to look at the lease arrangements and to write to procurement regarding future contracts. This has been done. |
| 3   | That a letter is sent on behalf of the Children's Overview and Scrutiny Committee to St Cleres and Little Angles to encourage a relationship between the two parties.                  |  | 15 September 2015 | See 1)  |
| 4   | That a letter is sent to the Procurement team on behalf of the Children's Overview and Scrutiny Committee to urge that similar contracts are not signed in the future.                 |  | 15 September 2015 | See 2)  |
| 5   | An update at the next Children's Overview and Scrutiny Committee on the current position and the views of Thurrock Councils Lawyers.   |  | 15 September 2015 | 14.10.15 The legal department are continuing to look into this but it appears that the 75 year lease is binding on the parties.                                   |
| Inspire - Alternative models of delivery for Youth Related Activities |  |  |                   |   |
| 1   | That the Committee supports the development of a staff mutual (charitable trust) to deliver youth & community related activities across Thurrock Council.                              |  | 15 September 2015 | Noted   |
| 2   | The Committee recommend to full Cabinet the 'spinning out' of youth & community related services from April 2016 or as soon after as due diligence is undertaken                       |  | 15 September 2015 | Noted   |

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| 3  | That the Committee supports the recommendation of a four year contract with a break clause in year three for renegotiation.  |  | 15 September 2015 | Recommendation noted – this will be subject to due diligence in the next stage of development  |
| 4  | The Committee recommend the funding model which will see a 5% reduction from year two of the contract until the fifth year recognising the need to reduce the overall budget by 20%, subject to budget constraints |  | 15 September 2015 | Noted  |
| 5  | The Committee support the inclusion of Grangewaters Outdoor Education Centre into the staff mutual.  |  | 15 September 2015 | Noted  |
| 6  | An elected member and The Section 151 Officer will form part of the trustee.   |  | 15 September 2015 | This recommendation has been noted and will form part of the due diligence in the next stage of the project.   |
| 7  | The Inspire report to return back to the Children's Overview and Scrutiny Committee before final sign off at Cabinet.  |  | 15 September 2015 | Added to the Work Programme.   |
| <b>Child Sexual Exploitation Action Plan</b> |  |  |                   |  |
| 1  | The committee endorsed the revised action plan and added to the committee's work plan for robust ongoing scrutiny.   |  | 15 September 2015 | Noted.   |
| 2  | The Chair requested that the Director of Children's Services checked whether there would be implications and issues with initially completing the DBS check.   |  | 15 September 2015 | The DCS has explored this issue and notes that member of the committee would be able to voluntarily make open to the public the outcome of their DBS check but could not be required to do so. |
| <b>Education Transport</b>                   |  |  |                   |  |
| 1  | The amount paid by new and existing pupils accessing denominational transport; £1,117.00   |  | 15 September 2015 | Noted.   |

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|   | and £550.00 respectively, remain unchanged until September 2016.   |  |                   |        |
| 2 | That Officers follow the Council protocol for the review of the service including a consultation with the option of discontinuing denominational transport in September 2016, subject to Cabinet approval. |  | 15 September 2015 | Noted. |

15 October 2015

Education Transport - Service update

|   |  |  |                 |  |
|---|--|--|-----------------|--|
| 1 | That Children's Overview and Scrutiny consider the aspects of transport reviewed in this report and comment upon the progress and/or recommend next steps. |  | 15 October 2015 | This was fully scrutinised at the committee meeting and the direction of travel proposed in the report was ratified, noting the difficult decisions that had to be made. |
|---|--|--|-----------------|--|

Thurrock Childcare Sufficiency Annual Assessment 2015

|   |  |  |                 |   |
|---|--|--|-----------------|---|
| 1 | To support further early years & childcare development in Aveley & Tilbury recognising the deficit outlined in the sufficiency report. |  | 15 October 2015 | Work continues to identify childcare providers in those areas with shortages of places and a campaign to push take up for free two year old places is underway. |
| 2 | To promote and encourage more schools to consider eligible 2 year old intake.  |  | 15 October 2015 | This is underway as part of the campaign to increase the number of places for two year olds.  |
| 3 | To support public village hall use for the increase of early education particularly related to costs associated with tenancy           |  | 15 October 2015 | This is under consideration by the Childcare Sufficiency officer as part of the strategy to increase places   |
| 4 | To consider early education future needs before decision are taken in relation to capital assets across the Local Authority            |  | 15 October 2015 | Noted   |
| 5 | That the Director of Children's Services would liaise with Communications Officers to publicise  |  | 15 October 2015 | A campaign including posters, leaflets, social media activity is underway.  |

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|  | the encouragement of take up in early year's education.  |  |                 |  |
| 6  | That the relevant Officer provides Councillor Little with information regarding traveller's education up take.   |  | 15 October 2015 | A briefing note is being prepared and will be provided to Cllr Little and other councillors on request.  |
| <b>Pupil Premium</b>                     |  |  |                 |  |
| 1  | That the Overview & Scrutiny Committee scrutinises the impact of pupil premium for the academic year 2014-15 in primary schools across the borough and seeks an update for secondary schools when the data is fully validated. |  | 15 October 2015 | A briefing note will be circulated when the data is made available and has been analysed.  |
| 2  | Acknowledges the actions taken by The Hathaway Academy and Harris Academy Chafford Hundred   |  | 15 October 2015 | Noted  |
| <b>School Results/School Performance</b> |  |  |                 |  |
| 1  | That the Overview & Scrutiny Committee notes the provisional outcomes of the summer 2015 tests and examinations and commends pupils, schools and parents/carers on their achievements.   |  | 15 October 2015 | Noted  |
| 2  | That the Committee recognises how the Education Commission recommendations and existing strategies have been best deployed to raise achievement and consider how these will  |  | 15 October 2015 | Noted. Further consideration is being made in regard to further improvements across all key stages, in particular key stage 2 at TEA and TEN meetings. |

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|  | raise still further across all key stages, especially at Key Stage 2.  |  |                 |   |
| 3  | This report should be considered in conjunction with the Pupil Premium report to Overview and Scrutiny Committee.  |  | 15 October 2015 | Noted   |
| <b>Child Poverty - Opportunity for Every Child</b> |  |  |                 |   |
| 1  | That the Overview and Scrutiny Committee consider the Child Poverty Strategy 2015-2020 and endorses the strategy and action plan.  |  | 15 October 2015 | Noted   |
| 2  | That the progress made since the 2011-2014 strategy is commended.  |  | 15 October 2015 | Noted   |
| <b>Serious Youth Violence</b>                      |  |  |                 |   |
| 1  | That Thurrock Council continue to support the work of partner agencies to prevent gang related activity from becoming a major issue in the borough.  |  | 15 October 2015 | Work continues with the police and other partners to maintain a vigilant approach |
| 2  | That the Committee write a letter to all Schools in Thurrock, Thurrock Faith Matters , and the LGA Safer Community Board regarding the work that the Council are currently undertaking around serious youth crime. |  | 15 October 2015 | Completed   |
| 3  | That the Committee writes to the chairs of all Children's Overview and Scrutiny Committees in London boroughs to raise awareness of Thurrock Councils Concerns.  |  | 15 October 2015 | Completed   |
| 4  | That the Committee writes to Essex Police and the Metropolitan Police to inform them that of the   |  | 15 October 2015 | Completed   |



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|  | Children's Overview and Scrutiny Committees concerns. |  |  |  |
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