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Scrutiny Board (Children and Families) – Thursday, 27 September 2012

Late item – Agenda Item 10, Terms of Reference – Scrutiny Inquiry – Supporting Children to achieve in Maths and English

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Report of the Head of Scrutiny and Member Development

Report to Scrutiny Board (Children and Families)

Date: 27th September 2012

Subject: Draft Terms of Reference – Supporting Children to Achieve in Maths and English

Are specific electoral Wards affected? If relevant, name(s) of Ward(s):	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Are there implications for equality and diversity and cohesion and integration?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Is the decision eligible for Call-In?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does the report contain confidential or exempt information? If relevant, Access to Information Procedure Rule number: Appendix number:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Summary of main issues

1. Summary of Main Issues

- 1.1 The vision for Leeds is that by 2030 it is a Child Friendly City. The methodology for delivering this vision is defined in The Children and Young Peoples Plan which details five headline outcomes one of which is that Children and Young People will do well at all levels of learning and have the skills for life.
- 1.2 At its meeting on the 20th of June 2012, the Scrutiny Board was presented with an overview of The Leeds Education Challenge, a city – wide campaign to accelerate improvement in learning outcomes for 180, 000 children and young people by:
- Realigning resources
 - Developing a school led improvement strategy
 - Ensuring equality
 - Promoting challenge, partnership and innovation

The presentation highlighted that general attainment is close to national averages however improvement rates are slow. Comparative data also highlighted that Leeds position when compared to 151 other authorities was particularly low for GCSE attainment 5 A*-C which included English and Maths. Following further debate the Scrutiny Board resolved to undertake an inquiry to identify the barriers to achieving in Maths and English, a problem which is present across the range of key stages, and how improvement can be accelerated in the City.

1.4 The following matters were specifically highlighted as areas of interest:

- The approach of educational establishments to teaching Maths and English
- Leadership, strategies and systems for improvement
- Teaching methods, skills and capacity
- Targeted Maths and English support for children and young people, monitoring progress, tracking improvement and target setting
- Assisting parents and carers to support children and young people in Maths and English education

1.5 Additional guidance has been sought from the Deputy Director, Learning Skills and Universal Services in order to recommend areas of focus for the inquiry.

2. Recommendation

The Scrutiny Board (Children and Families) is recommended to:

2.1 Note the information contained within this report, make further recommendation to update the terms of reference where necessary and agree the terms of reference for the inquiry.

2.2 Note that the terms of reference may incorporate additional information during the inquiry should the Children and Families Scrutiny Board identify any further scope for inquiry or request further witness or evidence.

1.0 Purpose of this report

- 1.1 At its meeting on the 20th of June 2012, the Scrutiny Board resolved to undertake an Inquiry looking at the barriers to achieving in Maths and English and how improvement can be accelerated in the City
- 1.2 The purpose of the inquiry is to make an assessment of and, where appropriate, make recommendations on the following areas:
 - The approach of educational establishments to teaching Maths and English
 - Leadership, strategies and systems for improvement
 - Teaching methods, skills and capacity
 - Targeted Maths and English support for children and young people, monitoring progress, tracking improvement and target setting
 - Assisting parents and carers to support children and young people in Maths and English education

2.0 Comments of the relevant Director and Executive Member

- 2.1 In line with Scrutiny Board Procedure Rule 12.1 where a Scrutiny Board undertakes an Inquiry the Scrutiny Board shall consult with any relevant Director and Executive Member on the terms of reference.

3.0 Timetable for the inquiry

- 3.1 The Inquiry will undertaken by a working group of the Scrutiny Board (Children and Families). The first meeting will be scheduled for October 2012 followed by two further meetings in November 2012 and December 2012. .
- 3.2 The length and scheduling of the Inquiry may change.

4.0 Submission of evidence

4.1 October 2012

The Current Situation

- Maths and English attainment overview
- The City Picture – City results mapped with comparison to areas of deprivation
- Explanation for results and trends
- League table of Leeds Schools at key stages (with type of school specified)
- Explanation between high achieving and low achieving schools
- Quality of teaching reviews and current areas of good practice.
- Challenges
 - Children in vulnerable groups (inc SEN and Disabled and Looked after Children)
 - Disadvantaged and hard to reach groups
- Gaining Ground Strategy – Evaluation Report Published June 2012, Department of Education

November 2012

Improving the delivery of Maths and English education

- Mobilising Schools – Establishing strategies and systems for improvement in English and Maths, continuous awareness of performance
- Accelerating positive change
- Strengthening Leadership
- Maths and English Teaching quality – Teacher supply, Improving Classroom practice, Teacher training in Assessment for Learning and Assessing Pupils Progress, quality of learning.
- School improvement advisors and consultants
- Working with partner organisations.
- School to school support and networks.
- Primary School approach to Maths and English education as this has been identified as strong influential factor for achievement in later life.

December 2012

Supporting Child Development

- Creating a positive culture, Motivating Children to learn and enjoy school, valuing pupils and creating a positive behavioural climate.
- Targeted Maths and English support (including out of hours) for children and young people, monitoring progress, tracking improvement and target setting
- Assisting parents and carers to support children and young people in Maths and English education
- Transition from Foundation to Primary and Primary to Secondary – identifying ability and ensuring continuity in learning
- Closing the gap in attainment between different groups of learners, socio-economic impacts and targeting support.

5.0 Witnesses

5.1 The following witnesses have been identified as possible contributors to the Inquiry:

- Lead practitioners within the education system
- Members of the Childrens Trust Board
- Officers from Childrens Services
- External Stakeholders and Representatives of multi-agency partners

5.2 The Board will always seek to include the views of children and young people and their parents and carers as evidence to its inquiries wherever possible and practicable.

6.0 Post inquiry report monitoring arrangements

6.1 Following the completion of the Scrutiny inquiry and the publication of the final inquiry report and recommendations, the implementation of the agreed recommendations will be monitored by the Scrutiny Board

7.0 Measures of success

7.1 It is important to consider how the Scrutiny Board will deem if their inquiry has been successful in making a difference. Some measures of success may be obvious at the initial stages of an inquiry and can be included in these terms of reference. Other measures of success may become apparent as the inquiry progresses and discussions take place.

8 Corporate Considerations

8.1 Consultation and Engagement

Where the board deems it appropriate to undertake in consultation in order to conduct the inquiry or gather necessary evidence consultation could be undertaken.

8.2 Equality and Diversity / Cohesion and Integration.

8.2.1 The Equality Improvement Priorities 2011 to 2015 have been developed to ensure our legal duties are met under the Equality Act 2010. The priorities will help the council to achieve its ambition to be the best City in the UK and ensure that as a city work takes place to reduce disadvantage, discrimination and inequalities of opportunity.

8.2.2 Equality and diversity will be a consideration throughout the Scrutiny Inquiry and due regard will be given to equality through the use of evidence, written and verbal, outcomes from consultation and engagement activities.

8.2.3 The Scrutiny Board may engage and involve interested groups and individuals (both internal and external to the council) to inform recommendations.

8.2.4 Where an impact has been identified this will be reflected in the final inquiry report, post inquiry. Where a Scrutiny Board recommendation is agreed the individual, organisation or group responsible for implementation or delivery should give due regard to equality and diversity, conducting impact assessments where it is deemed appropriate.

8.3 Council Policies and City Priorities

This inquiry will assist in achieving outcomes and priorities as defined in the Children and Young Peoples Plan 2011-2-15 and the Child Friendly City Priority Plan.

8.4 Resources and Value for Money

There is no resource or value for money implications relating to this report. At the conclusion of the inquiry any identified impact will be reported in the final inquiry report.

8.5 Legal Implications, Access to Information and Call In

None

8.6 Risk Management

None

8.7 Recommendations

The Scrutiny Board (Children and Families) is recommended to:

8.7.1 Note the information contained within this report, make further recommendation to update the terms of reference where necessary and agree the terms of reference for the inquiry.

8.7.2 Note that the terms of reference may incorporate additional information during the inquiry should the Children and Families Scrutiny Board identify any further scope for inquiry or request further witness or evidence.

8.8 Background documents¹

None

¹ The background documents listed in this section are available to download from the Council's website, unless they contain confidential or exempt information. The list of background documents does not include published works.