



**Notice of a public meeting of
Learning & Culture Policy and Scrutiny Committee**

- To:** Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, Jackson, K Myers and Wells
Dr Dickinson (Co-opted Statutory Member) and
Mr Thomas (Co-opted Statutory Member)
- Date:** Wednesday, 25 November 2015
- Time:** 5.30 pm
- Venue:** The Thornton Room - Ground Floor, West Offices (G039)

AGENDA

1. Declarations of Interest

At this point, Members are asked to declare:

- any personal interests not included on the Register of Interests
- any prejudicial interests or
- any disclosable pecuniary interests

which they may have in respect of business on this agenda

2. Minutes

(Pages 1 - 6)

To approve and sign the minutes of the meeting held on Tuesday 20 October 2015.

3. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. The deadline for registering is **5.00pm on Tuesday 24 November 2015**. Members of the public can speak on agenda items or matters within the remit of the committee.

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

Filming, Recording or Webcasting Meetings

Please note this meeting may be filmed and webcast or audio recorded and that includes any registered public speakers, who have given their permission. The broadcast can be viewed at <http://www.york.gov.uk/webcasts> or, if sound recorded, this will be uploaded onto the Council's website following the meeting.

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officers (whose contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at https://www.york.gov.uk/downloads/file/6453/protocol_for_webcasting_filming_and_recording_council_meetingspdf

4. York Learning - Strategic Plan Update & Progress (Pages 7 - 30)

This report presents to Members performance data for York Learning which is set against the Strategic Plan for the academic year 2015/16. It also presents some initial judgements as part of the service's self-assessment process.

- 5. York Museums Trust: Renewing the Legal Relationship with the Council** (Pages 31 - 34)
This report presents information on the Performance Delivery Plan (PDP) negotiated by the Council and YMT to run from 2013-18, and asks the Committee to consider whether it wishes to undertake a scrutiny review to assist in the establishment of a new legal framework for the relationship between City of York Council and York Museums Trust (YMT).
- 6. Update on Implementation of 'Narrowing the Gap' Scrutiny Review Recommendations** (Pages 35 - 42)
This report provides Members with an update on the implementation of the recommendations arising from the previously completed 'Narrowing the Gap' scrutiny review.
- 7. Learning & Culture Policy and Scrutiny Committee Work Plan 2015/16** (Pages 43 - 44)
Members are asked to consider the Committee's workplan for the 2015-16 municipal year.
- 8. Urgent Business**
Any other business which the Chair considers urgent.

Democracy Officers

Catherine Clarke and Louise Cook (job share)

Contact details:

- Telephone – (01904) 551031
- Email catherine.clarke@york.gov.uk and louise.cook@york.gov.uk

(If contacting by email, please send to both Democracy officers named above).

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

This information can be provided in your own language.

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

City of York Council

Committee Minutes

Meeting	Learning & Culture Policy and Scrutiny Committee
Date	20 October 2015
Present	Councillors Taylor (Chair), Fenton (Vice-Chair), Dew, Looker, K Myers and Wells Dr Dickinson (Co-opted Statutory Member) and Mr Thomas (Co-opted Statutory Member)
Apologies	Councillor Jackson

27. Declarations of Interest

Members were asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or disclosable pecuniary interests which they might have in respect of the business on the agenda.

Mr Thomas (Co-opted Statutory Member) declared a personal interest regarding item 5, Explore Libraries and Archives Mutual: Performance Update, that he was a working author and received support from the library.

28. Minutes

Resolved: That the minutes of the last meeting of the Learning and Culture Policy and Scrutiny Committee held on 15 September 2015 be approved and signed by the Chair as a correct record following a change in item 20, Public Participation, and add in after the word renamed 'and suggested York Market was a 'shambles' to the last sentence.

29. Public Participation

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

30. York Safeguarding Board Bi-annual Update & Attendance of Chair

The Chair of the York Safeguarding Children's Board was in attendance to update Members on the annual report and the work of the Board.

The Chair confirmed:

- Early help, neglect, child sexual exploitation, missing from education and domestic abuse would still remain the Boards priority areas in 2015/16 and they would ensure these areas were embedded into all partner organisations.
- A joint campaign with NSPCC called 'It's Not Ok' would be launched to raise awareness on child sexual abuse.
- 16% of enquiries received were around neglect and around 26% of single assessments also highlighted neglect as an issue. The Board would continue to emphasize and drive forward interventions to reduce these figures.
- 15% of enquiries received were around domestic abuse. The Board would ensure a clear leadership and governance around this issue and would be working with schools and young people to engage early.

In answer to Members questions it was confirmed that:

- Officers had excellent links and operational networks with neighbouring Authorities.
- The Board received knowledge around domestic abuse from a variety of mechanisms and surveys and would continue to listen to young people, ensuring they felt safe to share information.
- York Council had a positive relationship with the Police and had detailed processes and policies in place for any child that went missing from their care setting.
- The Health Visitor service had and always would take a key role in early interventions.

Members thanked the Chair for his update and noted that the number of first time entrants to the youth justice system had been reduced by 50% and that the rate of teenage pregnancies had continued to reduce. They agreed that strong communications between all agencies was crucial to raise awareness and support the priority areas.

Resolved: That the update be noted.

Reason: To allow Members to be fully informed on key children's safeguarding issues in York.

31. Explore Libraries and Archives Mutual: Performance Update

Members considered a report that updated them on the performance of Explore York Libraries and Archives Mutual Ltd (Explore) during the first 6 months of 2015/16.

The Chief Executive highlighted how Explore was delivering a comprehensive and efficient public library service and provided information on some of their core offers.

She confirmed:

- The summer reading challenge, Record Breakers, had been very successful with over 4000 children taking part.
- The next reading challenge, Blood Axe, would cover an historical theme and if completed each child would receive a free ticket to the Yorvik Viking Centre.
- A new manager for York Explore was now in position.
- Funding was available to secure a part time post to develop the housebound home library service.
- They had signed up for the national Children and Young People's Promise and would be working with children under 5 to improve their language skills.
- An observational survey completed on signage confirmed more signs were required in and around the library and the city centre
- Anti social behaviour in Library Square was still an issue and work continued with the Police and other agencies to resolve it.

The Director of Children's Services, Education and Skills offered to support the Chief Executive on the anti social behaviour issues.

In answer to Members questions it was confirmed:

- The toy library was now library based at Acomb Explore and officers would explore this model to ensure it reached families who would benefit from this service.
- The housebound home library service had flourished through referrals from families or friends, working with Be Independent and working with Adult Social Care.
- the Council and Explore were in a fixed contract and budget for 5 years.
- The Children's Librarian would explore more reading challenges for secondary school aged children.
- Acomb Explore visitor numbers had improved but the number of books issued had reduced, the Performance Manger would be investigating ways to improve this.
- Rowntree's Park cafe and library was continuing to grow.
- The library service would consider eradicating fines if a way to meet that income gap was established.
- All libraries were connected to superfast broadband.

- The Yortime website was under development and would be improved.
- Purchases of the York Card had not reduced.

Members thanked officers for their update.

Resolved: That the performance of Explore be commented on and noted.

Reason: To help monitor the service received under the contact.

32. School Improvement Update

Members considered a report that provided information about school performance in 2015 and information about the position of schools according to Ofsted judgements as of 9 October 2015. It also provided information about the development and implementation of the new arrangements to support school improvement from September 2015.

Officers gave an update and Members noted that:

- Improvements had been made across all Key Stages (KS) and results were tracking above the national average in early years foundation stage.
- Throughout 2013-15 a consistent narrowing of the gap was achieved for the pupil premium cohort across all KS.
- KS1 improvements had been made against key national performance indicators in terms of phonics.
- Interventions were taking place to improve writing across all primary years.
- Improvements were made, against a more challenging set of indicators, at KS4 and our position regionally and against our statistical neighbours was maintained by sitting in 1st position.
- Ofsted judgements showed that all schools continued to perform very well against national and regional indicators, with 89% of York schools rated good or outstanding.
- The two teaching schools alliances, Ebor and Pathfinder were working with schools to sustain school led improvements and share best practice across the city.

In answer to Members questions officers confirmed:

- The performance indicators in KS4 were harder to achieve due to a move from modular to linear examinations and the changes made to BTEC results.

- The School Improvement Monitoring Group was still in existence and meeting dates would be agreed shortly.
- Funding required to support school improvements came direct from the schools grant.
- Funding was available to support schools causing concerns and the school improvement commissioning fund was reinvested back into the school system.
- Primary school buildings were assessed on a yearly basis.
- There were 6 geographical clusters in York who met regularly and as part of the city's narrowing the gap strategy each cluster had been asked to identify a lead school to be involved in a national research project.
- They would issue a briefing note that highlighted the areas of work the national teaching schools, Ebor and Pathfinder managed.¹

The Chaired thanked officers for their update and for the improvements made.

Resolved: That the report be noted.

Reason: To update the committee on school performance in 2014/15 and the new arrangements to support school improvement.

Action Required

<1> Email a briefing note to Members highlighting the work of the teaching school alliances

MS

33. City Walls Scrutiny Review Feasibility Report

Members considered a feasibility report on a scrutiny topic proposal that suggested a programme of work that would enable a detailed scrutiny review of York City Walls in terms of conservation policy, interpretation facilities, ownership/management structure and staffing. It described briefly the technical work required; outlined timescales for this work and set out the staffing and financial resources that would be required to carry out the review.

Officers highlighted the importance of the City Walls and the identity they created for the City. They discussed the critical points and felt the current York City Walls Conservation Plan and Interpretation and Access Plan would provide a structured way of working if they were updated to include:

- A review of CYC conservation policy
- A review of management and ownership options

- Staffing requirements in both professional and craft areas of expertise
- How to address future programmes of repair and restoration enhancing interpretation facilities
- Future funding options

Officers highlighted the costs involved to update the Conservation Plan and Interpretation Plan. They also confirmed that work was underway on a Capital Resource Allocation Model Bid for the 2016/17 City of York Capital Programme which could be revised to include an amount for funding stages 1 and 2 of the proposed scrutiny review i.e. the development of a brief and the development of an updated Conservation Plan & Interpretation Plan. It was confirmed that this bid was due to be submitted towards the end of this municipal year.

Following a detailed discussion covering budgets, areas of best practice and external funding, Members noted that their were insufficient resources to carry out the review at this time and agreed that without the necessary funding the work required to update the plans could not proceed. The Committee therefore agreed to await the results of the capital bid before deciding how best to proceed.

Resolved: (i) That the report be noted.
(ii) That an update be provided at the appropriate time.

Reason: To progress the work of the Committee.

34. Learning & Culture Policy & Scrutiny Committee Work Plan 2015/16

Members considered the Committee's work plan for the 2015/16 municipal year.

The Scrutiny Officer confirmed she was still in the process of obtaining information to support the proposed scrutiny review on elements of the Tour de France.

Members were asked to submit any topics they would like to have considered for possible scrutiny review.

Resolved: That the workplan be noted.

Reason: To keep the Committee's work plan updated.

Cllr Taylor, Chair
[The meeting started at 5.35 pm and finished at 7.50 pm].



Learning & Culture Policy and Scrutiny Committee

25 November 2015

Report of the Assistant Director (Communities, Culture & Public Realm)

York Learning – Strategic Plan Update & Progress**Summary**

1. This report presents performance data for York Learning. This is set against the Strategic Plan for the academic year 2015/16. It also presents some initial judgements as part of the service's self-assessment process. This is the first time Members will have seen this information.

Background

2. York Learning is a council service which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development. The service is funded almost exclusively from external contract funding and fee income. For the academic year 2015/16 this will be £2.3m.
3. This report gives an overview of the service and sets out some of the opportunities and challenges that the service faces over the next 12 months and beyond. It includes a detailed action plan and progress to date on the actions, shown at Annexes 1 & 2. Annex 3 contains some brief and emerging Self Assessment judgements that will form part of the services Leadership and Management report.
4. This is the first time that this report has been presented to Scrutiny Committee. The intention is to bring the report to Learning & Culture Policy and Scrutiny Committee as part of a regular reporting cycle to secure appropriate governance arrangements. The purpose of bringing the report is to establish robust and strategic governance processes, in part to satisfy OFSTED inspection requirements. York Learning is subject to similar OFSTED inspections as schools and colleges.

Options

5. This report is for information and there are no options to consider.

Council Plan 2015-19

- 6. York Learning plan is set within the context of the council plan but also responds to a number of national policy objectives.

Implications

- 7. **Finance:** The service is fully funded via external contracts and grants.
- 8. The report has no implications relating to: Human Resources, Equalities, Legal, Crime and Disorder, Information Technology, Property.

Risk Management

- 9. This report is for information and there are no risks to consider.

Recommendations

- 10. That Members comment upon the performance of York Learning and on the emerging self-assessment judgements
Reason: To help monitor the service and ensure robust governance arrangements.

Contact Details

Authors:

Charlie Croft
Assistant Director
(Communities, Culture &
Public Realm)

Chief Officer Responsible for the report:

Charlie Croft
Assistant Director (Communities, Culture and Public
Realm)

Alistair Gourlay
Head of York Learning

Report Approved



Date 11 November 2015

Wards Affected:

All



For further information please contact the author of the report

Background Papers: None

Annexes:

Annex 1 - Strategic/Service Plan 2015/16

Annex 2 - Update Report–York Learning Strategic Service Plan: Actions 2015/16

Annex 3 - Emerging Self Assessment Judgements

York Learning Strategic Plan 2015/16

Service: Communities, Culture and Public Realm
York Learning

Directorate: Communities and Neighbourhoods

Director: Sally Burns

Cabinet Member: Cllr Nigel Ayre

Section 1: The Service

York Learning is a CYC business unit that focuses on improving peoples skills for work, contributing to their health and well being and providing a range of leisure based learning opportunities. Provision is secured exclusively by external funding and contracts and the service is working toward being a zero based budget service.

Turnover for 2015/16 is expected to be £2.3m, with all of the funding secured from external contracts and fee income. The service employs 180 staff, with some 60 full and part time contracted staff and 120 sessional tutors and support staff. The service had just over 6000 student enrolments in 2014/15 which was just over 4000 students. Currently the service operates from 40 community venues with substantial provision at York and Acomb Explore, Huntington, Fulford and York High secondary schools. The service operates its 16-18 full-time programme from Rougier House on Rougier Street where there are dedicated learning rooms and a fully equipped ICT suite. The service management headquarters are in West Offices, where the main service reception is located within CYC customer centre.

Success rates in the majority of areas of provision are above the national average, as reported in the service self assessment report. Success rates for Childcare and ICT (Information and Communications Technology) are outstanding. Success rates for functional English, maths and ICT are good with significant improvement for 16-18 provision.

The service offers a range of programmes including but not restricted to the following:

- English and maths functional skills and GCSE programmes
- ICT programmes to support Digital inclusion
- Full-time 16-18 programmes including personalised learning programmes
- A range of health and well being programmes
- Family Learning Programmes as part of a first steps back into learning
- Employability and work preparation programmes
- 16-18 and 19+ Apprenticeships
- Essential workplace qualifications to improve skills
- A range of leisure programmes to support health and well being and support personal development

Section 2: Mission and Vision

The service mission and vision are drawn from the CYC Council Plan. The service will seek to support and implement clear council policies relating to Skills and Employment focussing on supporting Adults to improve their life chances, but also on improving Adult Skills to support young people, particularly but not exclusively through Family Learning. Where appropriate the service will work with local employers to improve the workforce skills and support new developments as appropriate.

The service mission and vision are included below:

Our Vision

All our clients have the skill and motivation to maximise their life chances

Our Mission

Support people to achieve the best they possibly can, by delivering learning, skills and employability programmes to suit their needs

Section 3: Operating Context

The service provides learning primarily to adults in partnership and with links to a number of other learning providers. It has a unique place in the city providing community based learning, in a variety of community venues throughout York. Whilst some of the programme offer is similar to York College, it is unique in being non-campus based, a feature often sighted by learners as significant to them. There are close partnership links with Explore York, who provide three significant community spaces for delivery, York Explore, Acomb Explore and Clifton. These high quality spaces are vital to the delivery of York Learning programmes.

There are strong partnership arrangement through York Community Learning Partnership for the planning and promotion of learning. York WEA, (Workers Educational Association) York College, York Explore, York Museum Trust and York University are significant and active partners who collaborate to produce joint publicity, celebration events and other promotional activity. Joint planning of programmes is developing although there is still significant work to do in this area.

In common with most public sector organisations, funding for provision is reducing year on year and the service is seeking ways to diversify its offer in order to be able to continue to support some of the most vulnerable adults and young people in the city. This includes developing more “full-cost”

provision (with a view to investing more in targeting learning) and competing in the market place for new business.

Core work for the service over the past couple of years has focussed to a large extent on getting people ready for work and improving their skills so that they can improve their work and life chances. Whilst this work will continue, the current relatively low levels of unemployment mean that the focus will shift to support some of those who are most vulnerable and perhaps somewhat away from the job market.

The service will be seeking to secure external funding for this work through both Leeds City Region LEP (Local Enterprise Partnership) and York and North Yorkshire LEP. This may involve work beyond the city boundaries, either in direct delivery or in partnership work as part of a larger contract.

Section 4: Priority Focus

Key priorities for the service are a focus on developing skills for employment and to support health and well being. There continues to be a focus in all provision on improving core skills of English, maths and ICT alongside a general focus on supporting people skills to gain employment. In brief priority areas include

- Full time 16-18 programmes, including personalised learning programmes for some of the city's most vulnerable young people
- 16-18 and 19+ Apprenticeships, supporting national priorities
- Developing and improving skills in English, maths and ICT
- Programmes designed to support and improve people's mental health and well being
- Programmes to support people's personal development and leisure learning

Section 5: Challenges

Funding for programmes remains the single key challenge for the service. This is both in securing new funding to develop the offer and respond to local needs. Equally there is a challenge to ensure that current funding is sufficient to ensure that provision is both adequate and of a good quality. The latter is increasingly becoming a difficulty as funding rates are reduced for the same provision year on year. This puts an increasing strain on staffing levels and the resources required to secure quality provision.

There are also some risks associated with contract compliance and reaching maximum contract values. Whilst the service is aware of those risks and takes the appropriate action to monitor and mitigate those risks there remain some challenges in ensuring that the resources dedicated to fulfilling the contracts

do not exceed the value of the contracts themselves. This is particularly a risk in the early capacity building phase, where initial investment is needed to secure the model, but where the funding is insufficient in the early stages to cover this. Ensuring a model is developed to cope with this is important.

One very specific contract risk relates to the 16-18 full time learning programme. Due to the very specialist nature of the programme and the small numbers involved, core EFA (Education Funding Agency) funding is not adequate to cover the costs of delivery. There is a very real risk that if further resources are not secured or expenditure more closely matches income, that the programme is at risk. The closure of the programme would have a significant affect on the city's NEET (Not in Education, Employment or Training) outcomes and figures.

The service is also aware of the need to maintain the quality of the provision offered and to ensure it complies with and reaches the necessary OFSTED standards and requirements. This is a challenging area, as the requirements are increased but resources decrease. There is some risk in this area. The service has not undergone a full OFSTED inspection since June 2011 and the expectation is that sometime over the next 12 months the service can expect a full OFSTED visit under the new Common Inspection Framework. Preparation to respond to any potential inspection is underway.

Until recently the service has been able to maintain a vibrant team offering one to one support and Information, Advice and Guidance to individuals. This was primarily through ESF (European Social Fund) contracted provision. These contracts have now finished and it poses a significant challenge to the service to maintain this provision. Indeed over the last 12 months a significant number of staff have left the service and were not replaced. This is likely to continue in the service reorganisation and thus the service previously offered will also be lost. Information, Advice and Guidance are key aspects of all programmes and the service will have to find new and innovative ways to continue to offer these services.

Section 6: Actions 2015/16 Academic Year

Ref	Council Plan/Local Priority	Activity	Lead officer	Milestones	Indicators by which Performance will be Measured & Frequency
1	Local/Service plan priority	Develop new governance arrangements that support and challenge service development and sustainability	AG	<ul style="list-style-type: none"> • This strategic plan is signed off by the executive member- 09/15 • Self Assessment Report is received and approved by the executive member prior to publication - 01/15 • Regular performance management information is reported to executive member and to directorate management team – 11/15 	<ul style="list-style-type: none"> • New Governance arrangements will be developed and signed off by the executive member
2	Residents have the opportunity to get good quality and well paid jobs	Consider a range of new delivery models including working with other organisations in geographical areas outside of the city.	AG	<ul style="list-style-type: none"> • Develop a specification for the service to be used to measure and evaluate options – 02/16 • Options for the delivery of the service are presented to Assistant Director for discussion – 	<ul style="list-style-type: none"> • A report will be prepared to outline the options for the future delivery of the service

				03/16	
3	Residents have the opportunity to get good quality and well paid jobs	Secure an ESIF (European Structural and Investment Fund) contract for working with some of the most vulnerable adults in the city to help them secure skills for employment and to support their mental well-being	CC/AG	<ul style="list-style-type: none"> • Develop specifications with a number of partners as part of the bidding process – 10/15 • Ensure adequate staffing is in place to respond to contract demands -02/16 • Ensure staffing model allows for the contract to be developed and delivered in a timely and cots effective manner – 04/16 	<ul style="list-style-type: none"> • New ESIF contract/contracts are secured and ready for delivery
4	Local/Service Plan priority	Carry out a full service review and reorganisation to ensure that service costs align more closely with income generation.	AG	<ul style="list-style-type: none"> • Options for new structure are developed and consulted upon – 11/15 • New structure arrangements and funding model are approved by Directorate Management Team – 12/15 	<ul style="list-style-type: none"> • New structure is implemented from 1st January 2016



5	Every child has the opportunity to get the best possible start in life	Continue to secure provision for High needs support students as part of a “Personalised Learning” programme for 16-19 year olds and for 19-24 with learning difficulties	CC	<ul style="list-style-type: none"> • Put in place Service Level Agreement and contract with Blueberry Academy -08/15 • Ensure sufficient funds are secured to enable Routes to Success programme to operate or other arrangements developed to secure provision -12/15 	<ul style="list-style-type: none"> • 16-19 routes to success programme has a strategy for the next three years with funding model in place
6	Residents have the opportunity to get good quality and well paid jobs	Consider ways in which the service can respond to the highly significant increase in the demand for GCSE English and maths in the context of fixed funding	FH	<ul style="list-style-type: none"> • Through Learning city consider how the service responds to increases in demand. 01/11 • Explore how a full cost GCSE offer could be developed in the event of funding running out. 01/10 	<ul style="list-style-type: none"> • A clear and coherent city plan for dealing with the demand for GCSE English and maths is developed and shared. • Clear strategies for coping with demand set out, and all providers understand their role.
7	Local/Service Priority	Develop a testing centre to support the national drive to increase the number of people taking online tests	AP	<ul style="list-style-type: none"> • Ensure ICT suite at Rougier House is fit for purpose as a new testing centre -10/15 • Secure contracts for new testing- 01/16 	<ul style="list-style-type: none"> • First tests take place. Further contract for testing is secured

8	Everyone has access to opportunities regardless of their background	Continue to develop provision for digital inclusion targeting skills development on the final 25%	AP	<ul style="list-style-type: none"> • Work with the Community Learning Partnership to indentify the role of the service within the wider digital inclusion provision – 11/16 	<ul style="list-style-type: none"> • Clear digital inclusion strategy is developed in partnership with Community Learning Trust and action plan developed and shared with partners.
9	Residents have the opportunity to get good quality and well paid jobs	Maximise funding for 24+ loans by expanding and developing new programmes for those seeking to improve their skills.	CC/AG	<ul style="list-style-type: none"> • Level 4 counselling course developed and secured – 9/15 • New provision for schools classroom assistants secured – 09/15 	<ul style="list-style-type: none"> • £100k or funding for loans secured with clear pipeline for continued provision
10	Local/Service Priority	Respond to the new OFSTED inspection framework by ensuring the service is OFSTED inspection ready	AP	<ul style="list-style-type: none"> • Managers are briefed on new inspection framework – 07/15 • Quality systems and SAR process area adjusted to fit with new requirements -10/15 	<ul style="list-style-type: none"> • Processes and procedures are in place and regularly checked by the quality managers and head of service • Following an OFSTED short inspection visit the good status of the service is maintained.

11	Local/Service Priority	Expand and develop new service performance development framework to include community learning programmes	CC	<ul style="list-style-type: none"> • Proposal for PDF (Performance Development Framework) is signed off at management team – 12/15 • New arrangements are introduced for community learning – 01/15 	<ul style="list-style-type: none"> • Arrangements are in place and signed off by management team • Annual schedule is set up as part of the quality improvement process
12	Everyone is supported to achieve their full potential	Develop the services approach and rationale for targeted and first step community learning programmes	FW	<ul style="list-style-type: none"> • Clear first steps programmes are implemented and recorded in the service SAR – 03/15 	<ul style="list-style-type: none"> • Clear strategy for community learning targeted and first step programmes is in place
13	Residents have the opportunity to get good quality and well paid jobs	Secure a new 'Headstart' programme to follow on from the current programme due to finish in March 2016	AG	<ul style="list-style-type: none"> • Continue to work closely with Learning City manager and LCR (Leeds City Region) to ensure the service is well placed to secure a new contract 03/16 • Ensure bid is submitted where appropriate 02/16 • 	<ul style="list-style-type: none"> • New contract is secured to support young people into work

<p>14</p>	<p>Work with all public sector bodies in the city and the region to make sure we get the most from collective public expenditure in York</p> <p>Residents are encouraged and supported to live healthily</p>	<p>Continue to support the new “Community Learning Trust” arrangements by working with a range of providers to secure provision beyond that which is funded.</p>	<p>AG</p>	<ul style="list-style-type: none"> • Continue to develop a joint approach to promotion of programmes – 01/16 • Work with partners to consider new delivery models – 04/16 	<ul style="list-style-type: none"> • Learning for Everyone brochure is expanded to include more providers • New models of delivery are in place with funding secured for 2016/17
<p>15</p>	<p>Everyone is supported to achieve their full potential</p>	<p>Implement recommendations from Matrix review on provision of Information, Advice and Guidance</p>	<p>AG</p>	<ul style="list-style-type: none"> • Train adequate numbers of frontline staff to IAG (Information Advice and Guidance) level 3 standard 03/16 • Ensure an adequate number of staff are qualified at Level 4 12/15 • Review all teaching staff and ensure an adequate number are qualified at level 4 IAG 03/16 	<ul style="list-style-type: none"> • Following the review visit of the Matrix assessor all development actions are signed off as completed. • All frontline staff complete the level 3 IAG qualification



16	Local/Service Priority	Ensure the service is able to meet minimum standards for IAG as set out in the SFA contract	AG	<ul style="list-style-type: none"> • During service reorganisation ensure that adequate IAG capacity is retained to fulfil contract requirements – See above 	<ul style="list-style-type: none"> • Some capacity to deliver IAG is retained within the new service structure.
17	Everyone has access to opportunities regardless of their background	Continue to development links with other organisations to development collaborative arrangements and the delivery of joint provision	AG	<ul style="list-style-type: none"> • When developing new programmes consider first how these can be delivered collaboratively – Review 07/16 • Where the service is no longer able to deliver provision consider how this can be developed with other providers – Review 07/16 • Consider carefully the future delivery of mental health programmes in light of service reorganisation – 02/16 	<ul style="list-style-type: none"> • New provision is in place with other partners and co-delivery arrangements are clearly identified • Mental health provision is clearly identified within the new service model as appropriate.

Abbreviations

NEET - Not in Education, Employment or Training

EFA - Education Funding Agency

LEP - Local Enterprise Partnership

CYC – City of York Council
ICT – Information and communications technology
SFA - Skills Funding Agency
GCSE – General Certificate of Secondary Education
WEA - Workers Educational Association
OFSTED - The Office for Standards in Education, Children's Services and Skills
ESF - European Social Fund
ESIF - European Structural and Investment Fund
PDF - Performance Development Framework
SAR – Subject Access Request
NYCC – North Yorkshire County Council
LCR - Leeds City Region
IAG - Information Advice and Guidance

This page is intentionally left blank

York Learning Strategic Service Plan : Actions 2015/16 Academic Year

Ref	Activity	Target date	Performance in 14/15	Target for 15/16	Progress to date	Commentary
1	Develop new governance arrangements that support and challenge service development and sustainability		N/A	N/A	N/A	Strategic plan has been signed off by the executive member. This report forms the first part of performance management. First performance report prepared for Scrutiny Committee.
2	Consider a range of new delivery models including working with other organisations in geographical areas outside of the city.		N/A	N/A	N/A	Initial contact has been made with NYCC to consider collaborative arrangements and closer partnership working. There has been no significant progress with NYCC. A number of other options are being considered.
3	Secure an ESIF (European Structural and Investment Fund) contract to work with the most vulnerable adults in the city to secure skills for employment and to support their mental well-being		The service had a £200k contract that completed in 14/15	£100k contract secured	No progress to date	ESIF contracting arrangements have been significantly delayed at a national and European level. The service has taken all the necessary action to secure a contract including ensuring supply chain arrangements with all the major contractors

4	Carry out a full service review and reorganisation to ensure that service costs align more closely with income generation.	AG		To secure £300k of savings.	£100k of savings to date	Over the last 12 months a number of staff have left or applied for VR. This has secured close to £100k in staff savings in advance of the main service reorganisation implementation.
5	Continue to secure provision for High needs support students as part of a “Personalised Learning” programme for 16-19 year olds and for 19-24 with learning difficulties	CC	Total students supported in 2014/15	63 students supported on the programme	60 students recruited and on programme	This is not a straightforward target of student numbers. The main challenge is to increase the overall numbers supported but at the same time, move students from part-time study to full time students. This has been achieved for 2015/16. It should be noted that the funding for this programme is currently insufficient to ensure the programmes viability.
6	Consider ways in which the service can respond to the highly significant increase in the demand for GCSE English and maths in the context of fixed funding	FH	Total students on GCSE English maths	See performance tables below	See performance tables below	Demand for GCSE English and maths qualification has significantly increased in this academic year. It is difficult to be sure why this is the case but undoubtedly increased awareness and need to have achieved a GCSE at grade C or above to enter particular occupations is a factor

7	Develop a testing centre to support the national drive to increase the number of people taking online tests	AP	N/A	N/A	N/A	This is currently on hold due to circumstances beyond our control
8	Continue to develop provision for digital inclusion targeting skills development on the final 25%	AP	86 (Acc) 286 (NA)	70(Acc) 300 (NA)	46 (Acc) 146	There are two overlapping groups: Acc = accredited – provision with a qualification attached - tend to be studying to acquire skills for work. NA = Non accredited – provision that has no qualification attached - seeking skills to access the internet, do online shopping and use email. They tend to be older learners.
9	Maximise funding for 24+ loans by expanding and developing new programmes for those seeking to improve their skills.	CC/AG	£50k	£90k	£66k	24+ learning loans are replacing government funding for many qualifications. Popular programmes include Counselling, Support in Schools and Nail Care.
10	Respond to the new OFSTED inspection framework by ensuring the service is OFSTED inspection ready	AP	N/A	N/A	N/A	Several staff briefings have taken place and the service is in a good position to respond to the new OFSTED framework. It is likely that the service will be inspected sometime in this academic year.

11	Expand and develop new service performance development framework to include community learning programmes	CC	N/A	N/A	N/A	Individual managers now have clear targets for a number of performance measures including fee income, number of closed classes, number of places taken etc.
12	Develop the services approach and rationale for targeted and first step community learning programmes	FW	N/A	N/A	N/A	No action has been taken due to the reorganisation of the service. Further action will be reported in the next update
13	Secure a new "Headstart" programme to follow on from the current programme due to finish in March 2016	AG	N/A	N/A	N/A	This will be part of the ESIF arrangements which are delayed. It is likely that some kind of NEET contract tender will be promoted shortly but timescales are unclear.
14	Continue to support the new "Community Learning Trust" arrangements by working with a range of providers to secure provision beyond that which is funded.	AG	N/A	N/A	N/A	Partners organisations were included in the Learning for Everyone brochure. Two very successful community arts projects were delivered in 2014/15 and similar projects are planned for 15/16
15	Implement recommendations from Matrix review on provision of Information, Advice and Guidance	AG	N/A	N/A	N/A	All actions as a result of the Matrix accreditation are on course for implementation. Actions are monitored at senior manager level

16	Ensure the service is able to meet minimum standards for IAG as set out in the SFA contract	AG	N/A	N/A	N/A	This is now completed as a result of the award of the Matrix standard
17	Continue to development links with other organisations to development collaborative arrangements and the delivery of joint provision	AG	N/A	N/A	N/A	This is one of those actions which is difficult to report on or demonstrate progress. There are a number of organisations that we are either currently collaborating or exploring further options including the WEA, Mind, Blueberry Academy, York Explore and University of York.

Performance Targets

The following are some general performance information that the service uses as part of its performance management measures. These are further split into smaller “subject targets” for individual managers and monitored on a quarterly basis. Figures presented are performance up to and including the 10th November.

Ref	Target area	Date	14/15 Final	15/16 Target	Progress 10/11/15	Commentary
18	Fee income	31/03/16	360k	360k	240k	Unlike most of the targets in this plan, this is a financial year target. We are above profile on this measure
19	Student enrolments to non-qualification bearing courses	31/07/16	4559	4800	2211	The target figure is total enrolments which mean this includes students continuing on a similar course after the Christmas and Easter break. The figure to date includes enrolments on courses that have not yet started and some courses which may have been closed.

20	Total number of 16-18 Apprenticeships (Starts) (Carried over)	31/07/16	25	30	3 (7)	Under progress the bracketed figure are the number of students carried over from the previous year. Progress against profile is well below target. We would have expected at least 10 students The number currently recruited to 16-18 apprenticeships is low. However this is to some extent out of our control as we are not able to specify the age of the apprenticeship at recruitment
23	Total number of 19+ Apprenticeships (Starts) Carried over	31/07/16	75	75	25 (75)	Funding for this worked is capped at a similar level to the previous year, so targets are the same. Progress is on profile for this target
26	GCSE English	31/07/16	12	30	35	We have seen a dramatic increase in the number of learners seeking GCSE English qualifications, some of whom are not yet ready for this level and have been accommodated elsewhere – this pattern is repeated at York College
27	GCSE Maths	31/07/16	32	34	34	See above
28	Functional English	31/07/16	131	130	70 + 42(FL)	Targets are static as they are determined by funding which has not increased. It should be noted that there is a real danger that allocated funding for this area of work will be used up early in the new year. This will mean that new students who need to improve their English and maths will not be accepted onto programmes.
29	Functional Maths	31/07/16	133	130	46+34(FL)	See above

30	Full time 16-18 Foundation Learning Programme	31/07/16	30	36	36	This programme supports some of the most vulnerable young people in the city many of whom have not had a positive experience in mainstream schooling. This programme is now effectively full. This is the first year when this has been the case. This means that learners seeking a place on the programme will be placed on a waiting list.
31	Full time 18-25 High Needs Support students on personalised learning programmes	31/07/16	33	24	24	This is a vital programme for the city, where this provision is supporting young people who in the past would have been accommodated in out of area residential placement at an average cost of £80k a year. There are still one or two new places available on the programme
32	Functional Skills English 16-18	31/07/16	21	25	27	These students are a sub set of the ones on the full time 16-18 foundation programme. A similar pattern for 16-18 has been identified as for adults. Significant number of 16-18 years olds are being supported who are required to improve their GCSE English grade
33	Functional Skills Maths 16-18	31/07/16	20	20	15	See above

Abbreviations

NYCC – North Yorkshire County Council

GCSE –General Certificate of Secondary Education

ESIF - European Structural and Investment Fund

VR – Voluntary Redundancy

OFSTED - The Office for Standards in Education, Children's Services and Skills

ACC – Accredited

NA – Non accredited

NEET - Not in Education, Employment or Training

WEA - Workers Educational Association

York Learning Self Assessment Report Leadership and Management

Outcomes for Learners

Grade:

Strengths:

- Good success rates in all programmes
- Outstanding success rates in ICT and Health and Social care
- Good progression routes for a number of programmes
- Improving success rates for functional skills

Areas for Improvement:

- Success rates for some 16-18 functional skills programmes
- Progression routes not always known or recorded

Quality of Teaching, Learning & Assessment

Grade:

Strengths:

- Good support for learners across a whole range of programmes
- Some outstanding teaching across a range of programmes
- Good delivery model for the teaching of flexible ICT programmes

Areas for Improvement:

- Inconsistent use of elearning and other technology to support learning
- Some teaching where no improvements have been demonstrated
- Some whole class teaching that is very teacher led

Effectiveness of Leadership & Management

Grade:

Strengths:

- Good leadership at a curriculum level
- Good forward planning for resource management
- Good planning to diversify funding streams
- Programme is carefully and meticulously planned leading to a varied and regularly refreshed offer

Areas for Improvement:

- Governance arrangements are underdeveloped.
- Some areas of the service lack a rigorous performance management framework
- Service has significant exposure to SFA and EFA contracts
- Insufficient investment in the use of new technologies to improve outcomes for learners
- Some judgements about the service are not rigorous or self critical
- Lack of systematic process to collect and then act on suggestions from learners
- Lack of a rigorous process for interacting with learners and gathering their feedback
- Exam processes and procedures still unwieldy and time consuming

Overall Effectiveness

Grade:

Strengths:

- Good support for learners across all areas in the service
- Good curriculum leadership that supports tutors to help learners achieve

Areas for Improvement:

- Publicity and promotion of service is inconsistent and there are a number of missed opportunities
- Governance arrangements are underdeveloped
- Inconsistent use of electronic media and hardware leads to some inconsistency and inefficiencies
- Failure to maximise some contracts and recruit sufficient learners

This page is intentionally left blank



**Learning and Culture Policy & Scrutiny
Committee**

25 November 2015

Report of the Assistant Director (Communities, Culture & Public Realm)

York Museums Trust: Renewing the Legal Relationship with the Council**Summary**

1. This report presents information on the Performance Delivery Plan (PDP) negotiated by the Council and YMT to run from 2013-18, and asks Committee to consider whether it wishes to undertake a scrutiny review to assist in the establishment of a new legal framework for the relationship between City of York Council and York Museums Trust (YMT).

Background

2. A five-year “Performance Delivery Plan” (PDP) was negotiated by the Council and YMT to run from 2013-18. The level of service negotiated under this plan was in return for an annual grant from the Council of circa £1.2m. Unfortunately, it has proved necessary for the Council to reduce its funding to YMT, during the period of the PDP, down to circa £600k this year, with further staged reductions to be made over the next three years.
3. This reduction in funding clearly means that YMT can no longer provide the same level of service and a new agreement is needed.
4. In September this year the Executive resolved to:
 - Agree a process for updating the legal agreements between the Council and the trust to reflect new funding levels
 - Commission further work with regard to options for new legal structures to better protect the museum assets
5. YMT will shortly be developing a new 5 year strategic plan to run from 2016/17, setting out how they will continue to develop and invest in the city’s museums. As we move to a position whereby the Council are able to provide only a very small part of the funding required to operate its museums we need to understand how the Council can best support YMT,

over the period of the plan, with the limited funding available to it, and how the various legal frameworks might beneficially be restructured in order to foster a strong relationship between the Council and YMT, facilitate investment, and protect the museum assets.

Scrutiny Review Proposals

6. The September Executive report noted that the major components relevant to the legal relationship between YMT and the Council are:
 - The building leases and collections management agreement
 - The Partnership Funding Agreement (which contains the Performance Delivery Plan)
 - YMT's charitable status
7. As part off a review, it is suggested that this Committee (or a Task Group of its members) consider how with reduced revenue funding the Council may best support the Trust to ensure its long term sustainability, to maintain its relationship with other funders notably the Arts Council, and to continue to make major capital investment in the museums.
8. The Task Group may also wish to look at the most appropriate legal structure for the relationship in order to support the above and to protect the assets.

Option

9. Members may choose whether or not to proceed with this scrutiny review proposal.

Committee's Workplan

10. If a decision were taken to proceed with this suggested review, the Committee would need to complete the review in time to enable its recommendations to be considered by the Executive Member for Culture & Tourism in April 2016.
11. It is therefore proposed that any work on this be undertaken by a Task Group, starting February and through March 2016.

Council Plan 2015-19

12. Undertaking the work proposed above would support the Council's priority to ensure York remains a prosperous city for all, where everyone who lives in the city can enjoy its unique heritage and range of activities.

Implications & Risks

13. There are no known implications or risks associated with carrying out this review. The review would enable a thorough consideration of the legal implications associated with renewing the agreements between the Council and York Museums Trust.

Recommendation

14. The Committee are recommended to proceed with this review.

Reason: To ensure due consideration is given to how best the Council may support the Trust to ensure its long term sustainability, to maintain its relationship with other funders notably the Arts Council, and to continue to make major capital investment in the museums.

Contact Details

Authors:

Charlie Croft
Assistant Director
(Communities, Culture
& Public Realm)

Chief Officer Responsible for the report:

Charlie Croft
Assistant Director (Communities, Culture & Public
Realm)

Report Approved



Date

02.11.15.

Wards Affected:

All



For further information please contact the author of the report

Abbreviations

YMT – York Museums Trust

PDP - Performance Delivery Plan

This page is intentionally left blank



Learning & Culture Policy and Scrutiny Committee**25 November 2015**

Report of the Director of Children Services, Education and Skills

Update on Implementation of 'Narrowing the Gap' Scrutiny Review Recommendations**Summary**

1. This report provides an update on the implementation of the recommendations arising from the previously completed 'Narrowing the Gap' scrutiny review.

Background to Review

2. In July 2014, the Committee received a feasibility report on a proposed scrutiny topic on 'Narrowing the Gap' in York. The Assistant Director of Education & Skills informed Members that by the age of 19, the gap in attainment between disadvantaged young people (as defined by them being in receipt of Free School Meals at age 15) and their peers in York were amongst the widest anywhere in the country. She felt a review would help to own this as a collective issue to help improve national performance indicators and narrow the gaps in attainment.
3. The Committee set up a Task Group to carry out the review on their behalf. The review was completed in January 2015 and the resulting recommendations were approved by the Executive in June 2015 – to see the review final report go to:
<http://democracy.york.gov.uk/ecCatDisplay.aspx?sch=doc&cat=13414&path=13028,13029>

Performance Update

4. York continues to perform well against key national attainment indicators at the end of key stages. However, this high performance against key attainment indicators continues to mask the under performance of disadvantaged pupils in the city.

5. The size of our disadvantaged cohort (defined nationally as those eligible for free school meals and those looked after) is proportionality much smaller than the national average across all key stages, however, over time the gaps in attainment between disadvantaged pupils and their peers has remained wider than the national average.
6. This has led to a city wide focus on the importance of narrowing the gap between disadvantaged pupils and their peers and whilst there have been some improvements for example in the Early Years the gap has narrowed consistently between 2013 and 2015; performance across key stages and between individual schools remains inconsistent. In particular the gap remains significantly wider than the national average in Key Stage 4.
7. The data in the following tables shows that, based on the outcomes in 2015:
 - The gap is closing at Early Years FS in the Good Level of Development measure:

Early Years FS	Pupil Premium Gap
GLD 2013	-29%
GLD 2014	-21%
GLD 2015	-17%

- In Key Stage 1 Phonic assessment:

Key Stage 1	Pupil Premium Gap
Phonics 2013	-20%
Phonics 2014	-18%
Phonics 2015	-14%

- Also in Reading, Writing and Mathematics:

Key Stage 1 (L2B+)	Pupil Premium Gap
Reading 2013	-22%
Reading 2014	-22%

Reading 2015	-14%
Writing 2013	-30%
Writing 2014	-28%
Writing 2015	-19%
Maths 2013	-22%
Maths 2014	-21%
Maths 2015	-16%

8. At Key Stage 2, the gap has remained static or narrowed slightly but risen a little in Maths 2015 whilst still maintaining a positive trend:

RWM L4+	Pupil Premium Gap	National Gap
KS2 2013	-26%	-19%
KS2 2014	-18%	-18%
KS2 2015	-18%	tbc

9. At Key Stage 4 the gap widened in 2014, we are currently awaiting the 2015 data but the gap is likely to have widened again in 2015.

5A*-C including English & Mathematics	Pupil Premium Gap	National Gap
Key Stage 4 2013	32%	-26%
Key Stage 4 2014	39%	-27%
Key Stage 4 2015	Available December 2015	tbc

10. York is not complacent about the need to close the gap in performance for disadvantaged pupils and this has led to a city wide focus on this issue. During 2014-15 there has been cross party scrutiny of the work schools are doing to narrow the gap and a task group of the Learning

and Culture scrutiny committee published their report in February 2015. The report contained the following recommendations:

- i) A virtual network for schools should be set up, to share best practice and feedback on the impact of the strategies used, encourage and assist in school to school support, and cluster working.
- ii) A holistic approach to using pupil premium money should be encouraged, including school readiness projects in pre-school settings
- iii) To continue to develop multi-agency working to assist with the narrowing the gap agenda.
- iv) Schools to continue to build strong partnership working between home and school.
- v) Continued encouragement and support to be given to parents of all Free School Meals (FSM) Key Stage 1 pupils, to ensure schools receive full entitlement to pupil premium funding.
- vi) For the Local Authority to work with schools to publicise the importance of eligible families registering for pupil premium in Key Stage 1.
- vii) That the recommendations above be used to form the basis of a citywide strategy.

Implementation of the Recommendations

11. A sign of a truly great education system is the way it promotes and creates equality of opportunity for all children. In York we have achieved many successes in terms of our performance against national attainment indicators at the end of key stages and improvements in the percentage of pupils who are able to attend good and better schools. However, the performance of our most disadvantaged children has been an area for improvement for a number of years and both the gap between their attainment and progress, particularly in English and mathematics, has remained wider than the national average across all key stages.
12. In 2014 we began to look at developing a more accurate understanding of the potential barriers to learning for these children by looking in greater detail at the prior performance of disadvantaged pupils in the current Year 6. This was shared with schools through the York 300 analysis produced by Hannah McNamee. This analysis provided a useful insight in to the characteristics of the York 300 cohort. This analysis told us that:

- the York 300 pupils were more likely to be identified as Special Educational Needs (SEN) than their peers
 - their primary special educational need was more likely to be linked to their social, emotional and behavioural development than their peers
 - they had higher levels of persistent absence than their peers
 - levels of exclusions were higher than for their peers
 - 12 (3.4%) of the 350 pupils in the Pilot cohort had experience of the care system. Approximately 0.6% of children and young people in York are looked after, highlighting an over-representation in the Pilot cohort
 - 23 (6.6%) of the 350 pupils had a current and/or existing Child Protection Plan. Again, this is an over-representation when compared to the York population (0.4%)
 - 36% of the York 300 cohort attend schools in the West Cluster
 - 65 of the pupils in the current Year 6 were identified with 4 or more of 10 risk factors which contribute to poor outcomes
 - 74% of the 65 are being educated in the West, North East or East clusters (in January 2014), indicating a higher concentration than seen in the York 300 cohort as a whole
13. This profile information has been communicated to schools and remained a focus during all central CPD and conversations with schools throughout 2014/15.
 14. There was a very well attended Headteacher conference in December 2014 led by Sir John Dunford, the National Pupil Premium Champion where schools heard about successful approaches from Sir John and their peers, discussed priorities and identified key strategies for moving forward. This was followed up by a presentation at the Senior Leaders conference in June 2015 from Roundhay School who are a National Support School and a National College Pupil Premium Review centre.
 15. The work to develop a virtual network to share best practice has begun through work taking place in the geographical school clusters. Clusters have been asked to identify cluster based actions to narrow the gap in their cluster improvement plans. As part of the city's narrowing the gap strategy each cluster has been asked to identify a lead school for narrowing the gap which will be involved in a national research project (see Annex 1). The cluster lead schools will form a city wide virtual

network during 2015-16 to share learning from the project through the development of case studies.

16. The evidence from international and national research shows that early and integrated interventions have the greatest success in permanently closing gaps and accelerating progress for disadvantaged children. The characteristics of the York 300 cohort show that their potential barriers to learning require integrated interventions which reach beyond the school, but that schools have a key role to play as they are more likely to have more regular interactions with disadvantaged children and their families than other agencies and partners. Therefore developing an approach which looks to develop the teams around clusters to support our closing the gap strategy will be crucial to developing sustainable citywide capacity to close the gap. Various pieces of work across the city are beginning to develop this approach. This work includes the development of a new children's centre offer at Haxby Road, the 'World Class Clifton' project and the family focus work with York High School.
17. During 2014-15 several schools have had external pupil premium reviews recommended by Ofsted. In York we have two head teachers, one primary and one secondary, who are accredited Pupil Premium reviewers. Common findings from these reviews suggest that schools should focus sharply on deploying the best teachers to deliver interventions for this vulnerable group of learners.
18. Schools have a wealth of information available to them to identify pupils eligible for the Pupil Premium, including FFT Aspire, which now includes a pupil termly tracker detailing all school moves, and also an "alerts" facility which pulls together census information such as FSM eligibility, SEN status, school moves and attendance – this tracker will support schools to build an accurate picture of barriers to learning and enable them to target interventions and support more effectively.
19. During 2015-16 the Pathfinder Teaching School Alliance has been commissioned to offer continuing professional development for head teachers, senior leaders and classroom practitioners to lead strategically, monitor progress closely and change pedagogical approaches swiftly to enable them to learn from one another and ensure that there is a greater impact on this key priority area.
20. Analysis of the performance 2014-15 York 300 cohort has provided us with a robust set of benchmark data on which to track the progress of the pupils as they enter secondary education. Each secondary school has been provided with pupil level data about the Key Stage 2 performance

of pupils identified in the York 300 cohort. This provides a baseline for future tracking of this cohort. The 2015 Key Stage 2 outcomes data shows that there were improvements pupil progress, this was particularly marked in writing where the gap between the York 300 and non York 300 pupils was 1.1% for the percentage of pupils achieving 3 levels of progress between Key Stage 1 and Key Stage 2. Overall the gap between the York 300 cohort and the non York 300 cohort was significantly narrower for the percentages achieving expected and better than expected progress than for attainment in 2015. This is important given that the current Ofsted inspection framework places greater emphasis on progress rather than attainment.

21. In developing an effective closing the gap strategy in York we are focusing on the following key principles:

- we will work together to improve the identification of disadvantaged children and families and ensure that the take up of the Pupil Premium has been maximised across all key stages, but particularly in early years and Key Stage 1
- clusters will develop closing the gap strategies which focus on the needs of disadvantaged children in their localities
- we will work together to improve transition and transfer ensuring that disadvantaged children and their families are supported to improve their engagement with education and learning and are able to realise their ambitions
- we will work together to monitor the impact of interventions on the progress of disadvantaged children and share information at cluster and city level to inform the targeting of additional support
- we will develop a city pledge to guarantee that all partners will commit to working together to ensure that disadvantaged children in York have the best possible start in life and are able to live their dreams

Options

22. Having considered the update information provided above, Members may choose to:

- i) Sign off any recommendations considered to be fully implemented and request a further update on the implementation of the recommendations in six months time
- iii) Sign off all the review recommendations and agree that further updates on the impact of actions being taken to narrow the gap be

provided via the regular Schools Outturn Data reports received by the Committee.

Recommendation

23. Improving the outcomes of disadvantaged pupils remains the key priority for York therefore it is recommended that elected members continue to receive regular updates on the impact of actions being taken to narrow the gap.

Reason: To support the Committee in achieving its remit, in line with scrutiny procedures and protocols.

Author:

Maxine Squire
Assistant Director,
Education & Skills
Children's Services,
Education and Skills
01904 553007

Chief Officer Responsible for the Report:

Jon Stonehouse
Director, Children Services, Education and Skills

Report Approved **Date** 10 November 2015

Wards Affected:

All



For further information please contact the author of the report

Background Papers: None

Annexes: None

Abbreviations:

FSM – Free School Meals

SEN – Special Educational Needs

CPD – Continuous Professional Development

FFT – Fischer Family Trust

GLD – Good Level of Development

FS – Foundation Stage

Ofsted – Office for Standards in Education, Children's Services and Skills

Provisional Meeting Dates	Learning & Culture Policy and Scrutiny Committee– Draft Work Plan 2015-16
Mon 22 June 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. Introductory Report inc. Ideas on Potential Topics for Review in this Municipal Year 2. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report (Janet Barnes) 3. Explore York Libraries and Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 4. Feasibility Report on proposed TdF Scrutiny Review 5. Update on Parks Development (Dave Meigh) 6. Draft Workplan 2015/16 & discussion re future topics
Tues 29 July 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. Attendance of Executive Member for Culture, Leisure & Tourism – Priorities & Challenges for 2015/16 (Cllr Ayre confirmed) 2. York Museums Trust Funding Report (Charlie Croft) 3. Report on ‘Make it York’ & Attendance of Managing Director (Steve Brown) 4. Bi-annual progress report on Safeguarding & Looked After Children (Eoin Rush) 5. Update on Implementation of Children & Families Bill (Eoin Rush) 6. Workplan 2015/16
Tues 15 Sept 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. York Theatre Royal SLA Performance Bi-annual Update Report (Liz Wilson) 2. Report on ‘Make it York’ & Attendance of Managing Director (Steve Brown) Deferred from previous meeting 3. Attendance of Executive Member for Education, Children & Young People's Services - Briefing on Priorities & Challenges for 2015/16 4. Year End Finance & Performance Monitoring Report (Richard Hartle) 5. First Quarter Finance & Performance Monitoring Report (Richard Hartle) 6. Workplan 2015/16 & City Walls Topic Registration Form
20 Oct 2015 @ 5:30pm	<ol style="list-style-type: none"> 1. York Safeguarding Board Bi-annual Update & Attendance of Chair (Simon Westwood) 2. Explore York Libraries & Archives Mutual Ltd SLA & Bi-Annual Update (Fiona Williams) 3. School Improvement and Ofsted Update on Schools Performance (Maxine Squire) 3. City Walls Scrutiny Review Feasibility Report (John Oxley) 4. Workplan 2015/16

<p>Wed 25 Nov 2015 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Learning Services Self-Assessment Overview Report (CC) 2. Introductory Report on Reframing the Relationship between CYC & YMT (CC) 3. Update on Implementation of 'Narrowing the Gap' Scrutiny Review Recommendations (Maxine Squire) 4. Workplan 2014/15
<p>Thurs 27 January 2016 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Chair of Learning City (Alison Birkenshaw) 2. York Museums Trust – Partnership Delivery Plan Bi-annual Update Report 3. Make it York Report on Future of Parliament St Fountain (Steve Brown) 4. Second Quarter Finance & Performance Monitoring Report (Richard Hartle) 5. SACRE (Standing Advisory Committee on RE) Annual Report & Review of York Schools' Agreed Syllabus 6. School Improvement Update - Key Stage 4 Performance 2015 (Maxine Squire) 7. CYC Bi-annual progress report on Safeguarding & Looked After Children (Eoin Rush) 8. Workplan 2015/16
<p>Mon 21 March 2016 @ 5.30pm</p>	<ol style="list-style-type: none"> 1. York Theatre Royal – Service Level Agreement Performance Bi-annual Update Report (Liz Wilson) 2. Attendance of Chair of York Safeguarding Board for Bi-annual Update (Simon Westwood) 3. Attendance of Chair of York@Large (Chris Bailey) Moved from Jan 2016 3. Workplan 2015/16
<p>Tues 24 May 2016 @ 5:30pm</p>	<ol style="list-style-type: none"> 1. Attendance of Cabinet Member for Education, Children & Young People's Services – Update on Priorities & Challenges for 2015/16 2. Attendance of Cabinet Member for Leisure, Culture & Tourism – Update on Priorities & Challenges for 2015/16 3. Third Quarter Finance & Performance Monitoring Report (Richard Hartle)