

## **Cabinet Committee Report**

**Date:** 26 January 2010  
**Subject:** Improving Education in Westminster

### **Summary**

This report continues to update on the progress in responding to the 10 Key Recommendations in the Westminster Education Commission Report published in September 2009.

The Commission's ten key recommendations offer a platform to transform education in a way which has never been attempted before.

The Council's response is in the form of an Action Plan which addresses each key recommendation as the starting point for action, but also builds on these by looking at other vital elements to improving outcomes for children. The Cabinet Committee in December reviewed the Action Plan against each of the recommendations. These have been updated in the attached Appendix 1 for further consideration.

This report provides further information on the individual performance of schools. This information, including the role of the Council in supporting them to improve will be presented at the Committee meeting.

In addition, the report seeks the Committee's view on the Department's plans for the future model of Children's Services with particular reference to Chapter 7 of the Education Commission's report "An Identity Crisis : What is the role of the Local Authority?" and the future model of delivery of education improvement services.

The report also seeks the Committee's views on its initial position on the model of delivery of schools Improvement services following discussions with private companies and other local authorities that have taken place since the last Committee meeting.

Finally, the report sets out proposals to fund the new initiatives in the Action plan and the initial findings of " Benchmarking " work with neighbouring Local authorities.

### **Recommendations**

That the Cabinet Committee assess and endorse the Department's initial response in the updated Action Plan at Appendix 1.



City of Westminster

# Committee Report

Item No:

Date:

26<sup>th</sup> January 2010

Classification:

General Release

Title of Report:

Improving Education in Westminster

Report of:

Michael O'Connor  
Strategic Director for Children and Young People

Wards involved:

City Wide

Policy context:

It is part of the Leader's Living City agenda to improve outcomes for children and young people by focussing on improving their educational achievement.

Financial summary:

The attached updated Action Plan indicates additional costs of £230k. This report sets out how these costs may be funded from within existing resources.

The preliminary results of a benchmarking exercise of staffing costs with neighbouring authorities is also included.

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## **1. Background Information**

- 1.1 The Report and Action Plan presented to the first Improving Education in Westminster Cabinet Committee in December were the first formal response from the Council's Education team to the Education Commission's recommendations - some of which the Officers supported and some they did not.
- 1.2 The Committee examined the Action Plan recommendation by recommendation, and made several points as to how the Department's response could be improved and actions made clearer, with improved benefits for pupils at Westminster Schools and their parents and communities.
- 1.3 Some of the recommendations produced more debate than others, and these are explored further in this report. The Action Plan in Appendix 1 has been updated to reflect the consensus that has been reached, through the various consultation and scrutiny mechanisms that have been instigated since the Education Commission Report was published in September (see table below).

15 September 09	The Westminster Education Commission Report
12 October 09	Improving Education in Westminster: report to Cabinet
2 December 09	Cost of LEA functions' Report to Finance & Resources Policy and Scrutiny Committee
3, 10 & 11 November 09	Consultation Workshops with stakeholders
8 December 09	Improving Education in Westminster, Report to Children and Young People Policy and Scrutiny Committee
8 December 09	Education in Westminster Cabinet Committee Report

## **2. The Recommendations**

- 2.1 The Department is working towards implementation of actions taking forward the Education Commission's recommendations by September 2010 (i.e. the beginning of the next academic year), with raised attainment in Westminster by 2012. The pivotal outcome highlighting the aspirations that the Council has for its pupils, is to enable 75% of pupils to achieve 5 or more A\* - C grades, including English and Maths.
- 2.2 The Department welcomes the Committee's endorsement of the Key Recommendations, including the actions to be taken on Annual Visits by senior managers, more members to be encouraged to be governors, supporting parents, rejecting the Commission's idea of appointing a separate Education Cabinet Member, improving information to parents and improving the offer to children with special educational needs and/ or emotional and behavioural difficulties.
- 2.3 The Committee requested more work to be done on the recommendations on Early Years, Collaboration, Extended Schools and Gifted & Talented. Much of this work is now reflected in the refreshed Action Plan (Appendix 1).

### 3. The Role of the Local Education Authority

- 3.1 The Education Commission drew attention to the need for the City Council to clarify its role with schools as it becomes **“a commissioner of education rather than a provider”** (Education Commission report: chapter 7). All Local Authorities are having to think about this because National Strategies funding, which pays for significant school improvement services, ends in 2011.
- 3.2 The Government’s proposed model of future education provision **“Your child, your schools, our future: building 21st century schools”**, sets out intentions for local authorities to become commissioners of schools, with the responsibility to support and broker partnerships for schools and only intervening when necessary. The Conservative Party has also indicated that the role of the Local Authority will decrease if they become the next government with the development of more Academies across the sector.
- 3.3 In Westminster many schools are already independent of local authority control (all our Secondary and many of our Primary schools) so it is necessary that the City Council establishes a model that strengthens its role and accountability for improving education as a commissioner, rather than provider of school improvement services, in anticipation of the changes that will take place over the next few years.
- 3.4 A good education is a critical factor to future success. Educational attainment will be improved by ensuring children are healthy, enjoy stable family life, and engage in positive activities. The commissioning of children’s services needs to be transformed from single service commissioning to an integrated outcome focused process to support educational achievement for all children.
- 3.5 It is proposed that there is a single integrated commissioning function for universal (education & health) and specialist (social care and health) services on the basis that outcomes for most children and young people will be improved if they are able to take advantage of the best universal provision. The commissioning of specialist high need services will be integrated within this function.
- 3.5 This will enable the integration of separate funding streams that are currently managed in the traditional Education, Health and Social Care areas to deliver the improvement in outcomes for children that are needed to support the improvement of educational attainment. There is need also to ensure that new areas such as the commissioning of 14-19 services, which will become the City Council’s responsibility from April 2010, are well integrated with other funding streams to improve educational and training achievement.
- 3.6 In line with the development of the Council becoming a “Commissioning” Council, it is proposed that a new Commissioning team is set up to
- meet the Council’s statutory responsibilities ensuring our schools, early years’ settings and further education providers, meet the most stringent specifications and deliver year on year improvements;

- improve outcomes: maintain a clear focus on improving educational attainment, identifying potential problems and intervening when necessary;
- provide stronger financial planning and control: being sure we know what we spend our money on and that we are spending it on the right things;
- implement strategic commissioning: ensuring the right processes, (such as using data effectively) and standards are in place to achieve high quality education;
- achieve greater transparency: clarity about roles, responsibilities and decision making;
- develop a “Mixed Economy “ model : create an effective balance between good outcomes and value for money, using a range of approaches such as outsourcing, shared services and use of the voluntary and independent sector;
- commission services with neighbouring boroughs to create new capacity, promoting new specialist service developments and extending management capacity across a wider range expertise;
- tailor support to meet each setting’s individual needs, commissioning resources to be both flexible and responsive and focus on the areas that really need input and support;
- work in partnership with schools and support them by brokering services to improve performance.

3.7 The new Children’s Trust model is currently subject to consultation with Westminster NHS and other key stakeholders, such as schools. The model comprises the Strategic Director for Children and Young People, a Commissioning team led by a (Director level) senior manager and the Children, Young People and Families Delivery unit which will encompass all the delivery functions. The consultation will be completed and the results reported to the February Cabinet Committee meeting.

#### **4. Amalgamation/ Collaboration**

4.1 The Committee considered that the City Council should be agnostic as to the mechanism for commissioning education services from now on - the overriding priority was to offer an improved service to the children being educated. More work has been around exploring the externalisation and cross borough partnership options.

4.2 The Committee is asked to note that a number of collaborations are already ongoing and provide a good basis for Officers to develop positive relationships that offer opportunities to extend provision and maximise value. This currently includes;

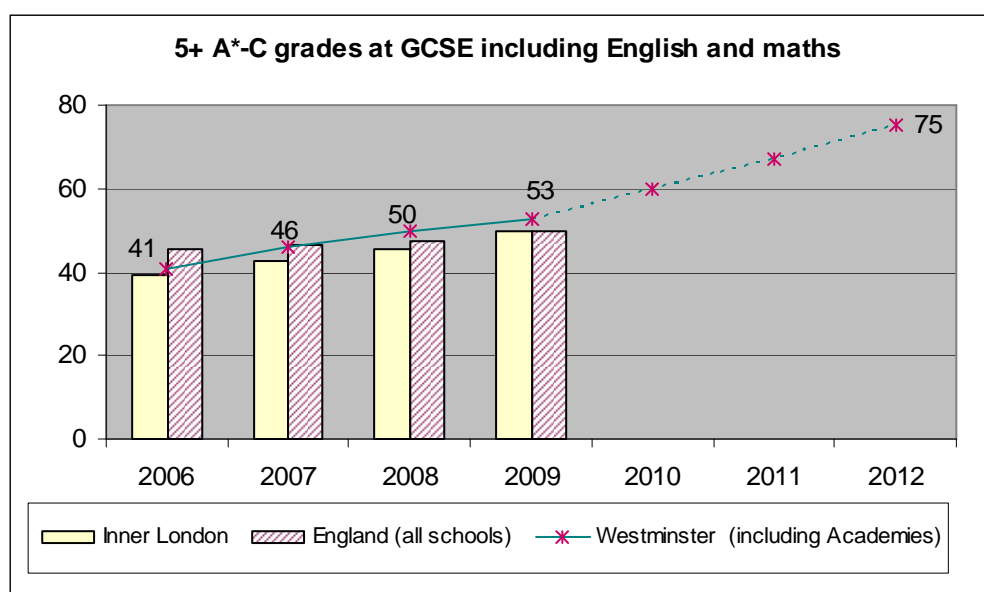
- Westminster jointly operate the City Learning Centre based at the Isaac Newton Centre with RBKC, a significant joint venture
- Gifted and Talented provision with RBKC
- Special Educational Needs- North London hub

- National Programme for Senior Leaders in Behaviour and Attendance, joint work with the Pupil Referral Unit and Camden
  - Wave 3 training for aspiring leaders in faith schools in partnership with Hammersmith and Fulham and Camden
  - Pan London CPD Quality Mark steering group with RBKC, Camden, Merton, Brent and Wandsworth
- 4.3 In addition, Westminster is now working as part of a wider collaborative group across Hammersmith and Fulham, Royal Borough of Kensington and Chelsea, Camden and Ealing to develop shared school improvement provision, particularly focussed on low attaining pupils and in supporting improved literacy levels with young children. The focus of the project will be to determine how a single school improvement service could be developed in a cluster basis across the Local Authorities and has been driven by and agreed with all London Directors of Children's Services. Westminster is leading this work.
- 4.4 Initial consideration of the potential of working with other neighbouring Councils indicates that Hammersmith & Fulham are the most likely partners. Further discussions have taken place with Hammersmith and Fulham to begin to identify specific areas of joint working with school improvement. A joint meeting between the Senior Leadership teams across Children's Services in Westminster and Hammersmith and Fulham has been arranged for 9<sup>th</sup> February to agree the specific areas for further exploration. Particular areas which have been highlighted are:
- Joint arrangements for School Improvement Partners
  - Cross-borough SLA for schools' continuing professional development
  - Shared teams to deliver curriculum support in core areas, e.g. English, Maths Science
  - Joint approach on Governor Support
  - Joint Commissioning arrangements, e.g. behaviour support/SEN specialist support
- 4.5 The Committee will be provided with a considered proposal at its March meeting, which will timetable progress on a number of these areas. The aim is to have new arrangements in place by the Autumn Term 2010.
- The decision on where to commission future services will be based on clear, detailed criteria that will include:
- Quality of available provision
  - Value for money
  - Geography
  - Willingness to engage
- 4.6 This allows Commissioners to look beyond neighbouring Boroughs and develop markets with new providers in the voluntary and private sectors. It is unlikely following early discussions with private providers that any would be in a position to undertake the whole Schools and Learning Local Authority responsibilities nor would that offer best value. In order to secure flexibility and speed of

improvement we are more likely to commission from a wide range of service providers to maximise the benefit.

## 5. Schools performance

- 5.1 There has been good progress in improving GCSE performance in the last 2 years and the recent National Strategies review meeting confirms this. Nevertheless the Council continues to be ambitious with regard to future achievement and wishes to challenge and support its schools to far higher levels of pupil attainment and our Schools share this aspiration. The scale of that task can be pictured in the chart below showing the current rate of improvement over the past four years. A separate briefing will show in greater detail the recent school by school Key Stage 4 results and the National Strategies summary notes school progress (Appendix 3).
- 5.2 Over the last 3 years performance has improved by an average of 4 percentage points each year. If this rate of improvement were to continue we would achieve 65% by 2012. This has been achieved through effective targeting and monitoring of pupil performance. The target of 75% therefore requires an accelerated rate of improvement averaging over 7 percentage points each year. This could be achieved by further targeting of individual and groups of children which would require additional resources. On current National figures released last Thursday the highest performing Local Authority was Royal Borough of Kingston-upon-Thames with 68%. The Isles of Scilly scored 80% but with only 15 eligible pupils.



## 6. Early Years

These actions have been strengthened to show the links between the various parenting services and plans for the re-commissioning of services. Members also wanted more assurance around the ability of multi agency meetings in Children's Centres to identify all vulnerable parents and their young children. This is reflected in our updated Action Plan.

## **7. Extended services**

The Leader said that the aim should be (by 2010) for every child to have the facility to stay at school to undertake homework prior to returning home. Furthermore parents must be made aware of where this facility exists. This point has been taken on board and updated on the attached Action Plan.

## **8. Gifted and Talented**

At the last meeting, Members requested an evaluation of the programme, a summary of which is attached as Appendix 2. We have also strengthened the proposed actions around this recommendation, by including more information and promotion to parents.

## **9. Communication**

- 9.1 A letter outlining progress was sent from Cllr Page to all head teachers, chairs of governors, senior officers, members and other stakeholders who attended the commission witness sessions and consultation workshops.
- 9.2 Head teachers' engagement is vital to much of this work, and the idea of a Summit for head teachers was raised at the last meeting. A conference is planned (Children's Trust Launch) which would take place between the Leader's Living City Speech and the Easter Holidays, with the launch of the vision and strategy in response to the Education Commission as a major element. This concept is important as there is a leadership challenge in delivering the vision and ambitions which will be spelt out in the Leader's Speech to the Council in March 2010.

## **10. Next steps to Implementation**

- 10.1 The vision and strategy will be agreed by the Committee in February, and the Leader plans to announce 'Improving Education in Westminster' as part of his Living City speech to Full Council in early March. The vision and strategy will be launched at the conference with head teachers and key stakeholders and will confirm the actions and work that will be necessary to make Westminster a centre of high quality education.
- 10.2 This is a fundamental repositioning of education within the authority. More detailed work will be brought to the meeting in February, including the role of the LEA and the education team, the cost of implementing the action plan as well as signing off the Action Plan prior to the Leader's Speech in March.

## **11. Financial Implications**

- 11.1 There are no immediate financial implications arising from this report. However, financial scoping and feasibility will be brought back to the February meeting of the Sub Committee before resources are committed. It is probable that some outcomes will require a shift in emphasis, through working differently across the council, with a focus on seeking to maximise efficiencies through the response to the recommendations.



- 11.2 The latest action plan attached sets out proposals requiring additional resources totalling £230k. Set out below are proposals for funding these costs.

Proposal	Funding £'000
Review of existing Area Based Grant activities:	50
Special Educational Needs – redirect one-third of £150k	
Gifted and Talented – redirect	20
Excellence across cities – redirect	40
ABG – review of overall programme	70
Review General Sure Start Grant activities:	
Allocate additional funding to meet increased Every Child a Talker programme	50
Total Funding	230

- 11.3 In response to the Commission's reports findings that Westminster is one of the most expensive education departments, and has initiated a "Bench marking" exercise with Camden, Wandsworth, Hammersmith & Fulham and Kensington & Chelsea. The aim being to determine comparable costs of services in order to ensure future commissioning is based on quality and value for money. The work will be completed and reported to the February Committee.
- 11.4 To date data has been received from three of the four councils and initial analysis has been completed. Kensington and Chelsea has not yet submitted its cost and salary information. As with most benchmarking exercises, differing Council structures and inconsistencies in reporting team numbers or compositions have been the principal blocks to progress.
- 11.5 This was particularly marked in the benchmarking of School Improvement teams, which varied across the councils. Westminster currently employs some SIP staff on a daily basis, which makes salary calculation problematical, whereas Camden asserts that any SIPs that it uses are external and therefore not on its payroll.
- 11.6 The initial findings of the report appear to indicate that Westminster has the lowest number of staff across the teams that were possible to analyse, but that Westminster staff are among the best-paid in terms of their average salary, reflecting the aim of Reward to retain a smaller, more highly-trained workforce.
- 11.7 Among the initial teams analysed, Westminster also has less staff than Hammersmith, which underwent a rationalisation in 2007, reducing its resources by 25%.
- 11.8 In terms of salary costs, Camden and Wandsworth represent the lowest average salaries, but also have 150-200% more staff than Westminster. Hammersmith and Westminster also operate much wider salary bands to attract staff, and Hammersmith also offers a pension contribution in excess of 25% which adds to its salary costs.

**12. Legal Implications**

There are no legal implications.

**13. Staffing Implications**

None specified at this stage, however staffing structures and implications from any re-design will be brought to the February Sub Committee Meeting.

**14. Business Plan Implications**

These proposals will enhance the Council's corporate priorities and the Children's Services Departmental business plan priorities.

**15. Consultation**

There are City Wide implications, and all ward members will be encouraged to engage.

**16. Crime and Disorder Act 1998**

There are no specific implications under Section 17 of the Act, however, there is evidence to suggest that improving educational achievement and aspirations for young people can have significant protective factors in avoiding their involvement in anti-social behaviour and crime.

**17. Health and Safety Issues**

There are no significant health and safety implications.

**18. Human Rights Act 1998**

There are no specific implications.

**19. Risk Management Implications**

There are no specific risks associated with this report.

**20. Reason(s) for Decision(s)**

The Committee's endorsement of the amended Action Plan is sought in order to raise educational achievement and enhance the life chances of Westminster children, young people and their families, carers and wider communities.

<p><b>If you have any queries about this report or wish to inspect one of the background papers please contact Liza Monaghan on 020 7641 7837, email <a href="mailto:lmonaghan@westminster.gov.uk">lmonaghan@westminster.gov.uk</a>.</b></p>
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## **Background Papers**

'The Westminster Education Commission Report', September 2009

'Improving Education in Westminster': report to Cabinet, 12 October 2009

'Cost of LEA functions' F&R P&S Report November 2009

'Education in Westminster' C&YP P&S Report 8<sup>th</sup> December 2009

'Education in Westminster' Cabinet Sub Committee Report 16<sup>th</sup> December 2009

## Appendix 1 Updated Action Plan

**Commission Recommendation 1.1** - Ensure that senior management from Children's Services make an annual visit to all schools to gain a greater understanding of the merits of individual schools.

### Workshop View

Most people thought that the council needed to be more proactive, not wait for a school to get a poor Ofsted result before visiting. However, many head teachers there acknowledged that there were not enough officers to do this proactive, early intervention support.

School Councils were suggested as a vehicle for showing around visitors, with the added benefit that young people would feel listened to.

Some schools stated that they would like more visits by members.

### Policy & Scrutiny View

The Committee agreed with the proposal for annual visits but urged for greater transparency and openness in terms of their purpose. The Council should therefore provide more information on the nature of the visits and place emphasis on celebrating school successes, offering assistance and building good working relationships.

### Cabinet Committee View

The benefits are clear to Westminster and all senior managers from Children's Services will make an annual visit to all schools. The proposed action to achieve this was endorsed.

Objective	Officer/ Lead	Timescale By	Action/ Progress
For senior managers to have greater understanding of individual schools, and for schools to feel supported by the local authority	Operational Director for Schools and Learning	Jan 2010	Programme of visits to all schools established

**Commission Recommendation 1.2** - Each school's wider achievements should be celebrated in the publishing of a School Report Card and collated into an annual 'Education in Westminster' report which should be offered to the Children and Young People's Policy and Scrutiny Committee for external scrutiny and analysis.

#### **Workshop View**

There was a lot of feedback that it is more important to help parents and the wider community understand already published results, i.e. the context and cohort issues that impact on a school's results. Schools fed back that they would prefer support to meet the national statutory requirement of publishing their annual school report card, rather than duplicating this locally. School Report Cards were not generally welcomed. There was a strong message that schools wanted to see more celebration of achievements by the council.

#### **Policy & Scrutiny View**

The Committee agreed with the concept of School Report Cards as long as they incorporated the forthcoming national criteria for Report Cards and offered a chance to celebrate the successes of Westminster schools. There were concerns that an annual 'Education in Westminster' report to be scrutinised by the Committee would be too unresponsive to change and it was suggested that a Sub Committee to the Children and Young People Committee be established to look at school performance on a quarterly basis. The Committee were minded to approve with this condition.

#### **Cabinet Committee View**

Members agree that parents should have better information; schools' achievements should be celebrated. A Report Card will be piloted and rolled out. An Annual Report will be presented to Policy and Scrutiny.

<b>Objective</b>	<b>Officer/ Lead</b>	<b>Timescale By</b>	<b>Action/ Progress</b>
WCC completing own Report Card with National Data to inform Councillors of current School progress	Head of PPI	April 2010	<ul style="list-style-type: none"> <li>• Draft templates agreed</li> <li>• Current data being loaded &amp; verified</li> </ul>
DCSF now developing a National school report card. Agreed a pilot programme with one Secondary & one Primary school.	Operational Director of Schools and Learning	Sept 2010	<ul style="list-style-type: none"> <li>• Draft template completed.</li> <li>• Discussions have taken place with Headteachers to inform implementation.</li> </ul>
Ensure wide circulation of Westminster Schools academic, sports, arts & other achievements inc. publication of all School Awards & Prizes annually.		April 2010	
Publish a summary Education in Westminster report annually.	Head of PPI	Spring 2010	Data Collected Draft report January 2010
Education report discussion scheduled for Spring Policy & Scrutiny meeting	Head of PPI	April 2010	
Implement communication strategy to promote schools' achievements, with local media, and in house marketing.	Head of Communications and Operational Director for Schools and Learning	Jan - March 2010	
Schools' Performance Sub-Committee to be established and meet quarterly.	Chair man of the Children and Young People Policy and Scrutiny Committee	First meeting to be held by March 2010	

**Commission Recommendation 2** - Strongly encourage members to become Governors of Westminster schools in order to gain a greater understanding of schools and be enabled to input into their performance

#### **Workshop View**

At the workshop on 3<sup>rd</sup> December, there was a consensus that as far as elected members becoming governors was concerned, this was less important to schools than ward members paying regular visits to their local schools and championing them.

School Councils were suggested as a vehicle for showing around visitors, with the added benefit that young people would feel listened to.

#### **Policy & Scrutiny View**

The Committee agreed that it was a duty of members to engage with their local schools. However, the differing roles of being a councillor and a governor meant that ultimately it was the decision of the members as to whether to become governors as well. Where members were interested the Council should provide support and encouragement. An important first step would be to instigate a more structured programme of school visits for members and there was a potential role for the Council in facilitating meetings of members involved in local schools.

#### **Cabinet Committee View**

Strongly supports the Commission's recommendation and will ensure that members who wish to be governors are given support and training to enable this. It is also agreed that at a local level, it is vital that ward members get to know their local schools, and the department should produce information about local schools to local members. Therefore we will encourage members to become governors, and will brief all members about the benefits of getting to know their local schools.

<b>Objective</b>	<b>Officer/ Lead</b>	<b>Timescale By</b>	<b>Action / Progress</b>
Support & encourage Councillors to become school governors so that they have a greater understanding of the work of schools in their area.	Cabinet Member for Children and Young People and Operational Director of Schools and Learning	Ongoing	Letter sent to all members November 2009
Councillors to be informed of Governor vacancies. Ensure specialist induction & training for Councillors becoming governors.	Governor Support Manager	Completed	Training programme in place
Programme of visits to schools to be agreed with Senior Managers and Cabinet Members.	Operational Director of Schools & Learning	Completed	Programme of visits established and underway Deputy CM visited five schools since 09/09 (See 1.1)
Set up a process, and agree a protocol that ward members will offer to visit their local schools yearly. Write to each Ward member with a briefing on their local schools	Leader of the Council; CM for CYP & Strategic Director for Children and Young People	To be in place by April 2010	Briefings completed
Ensure relevant School report Cards when published are circulated to all Councillors	Head of Cabinet Support		
Ensure new Councillor Induction programme includes a visit to the schools within their ward. Facilitate this for other Councillors if requested	Head of Cabinet Support	May 2010	

### Commission Recommendation 3 - Review early years provision to determine how effectively it is targeting those most in need

#### Workshop View

Participants discussed how schools and nurseries should engage parents, and the general view was that this was already being done, but that it could be co-ordinated better. Participants gave feedback that the council had an important role to play, for example, in streamlining the commissioning structure. Also, it was noted that there is a health visitor gap in Children's Centres and that they should be prioritised in the new locality teams, and that they should be trained in making referrals to other services.

#### Policy & Scrutiny View

The Committee fully realised the need for effective early years provision and the need to target those most in need and most difficult to reach. The Committee were keen that the Council explore innovative ways by which participation and provision could be widened.

#### Cabinet Committee View

These proposals will also help with the Parenting and English agenda set out in recommendations 11 and 12. The Committee was concerned that nature of the parenting service to be provided was not clear. This has been reflected in the updated Actions below, together with all the links between the various parenting services and plans for the re-commissioning of services. Please refer to Appendix 5 for further information. Members also wanted more assurance around the ability of multi agency meetings in Children's Centres to identify all vulnerable parents and their young children.

Objective	Officer/Lead	Timescale	Action / Progress
Reduced gap in FSP outcomes for most disadvantaged children. Fewer children scoring below 4 points.	Head of Early Years, Extended Services and Play	Sept 2010	Increase access to high quality early education and childcare by those most disadvantaged. Target funding of current provision to children whose outcomes most need to be improved.  Eligible children identified by Children Centre staff. 127 children placed in pilot provision for 2 year olds. Consultation of revised funding formula for EY completed.
Improved parenting Improved school attendance Improved readiness to learn Improved FSP outcomes Improved parental satisfaction	Assistant Director Children's Joint Commissioning	July 2010	Simplify access to parent support programmes, based on a menu of services used by all children centre professionals. Ensure that parents in need benefit from better information and improved choice  Programmes for parenting skills are in place in Children's Centres.
Reduce referrals to speech therapy at primary school level. Improve parental satisfaction. Improve attendance.	Head of Early Years, Extended Services and Play	Apr 2010	Extend <i>Every Child a Talker</i> programme across those most in need in Westminster, promoting the development of important communication skills between vulnerable parents and their children.  Project currently rated as outstanding by DCSF but currently has only pilot funding. Revise programme costs by February 10.
Early identification of families who face multiple difficulties.	Head of Early Years, Extended Services and Play	March 2010	Establish multi-agency 'team around the child' meetings in every Children's Centre to identify children and families who need extra support and refer them into appropriate provision. Meetings commenced. Formal review in February 2010 to ensure effective targeting and support is in place.

**Commission Recommendation 4.1** - Work with schools on raising aspirations through extended services, to ensure that opportunities for young people are maximised

#### Workshop View

This is not only an Ofsted requirement but it has many benefits to children, families and the wider community. Flexibility of what is on offer is crucial. Secondary schools are now working closely with the youth services in providing activities for young people, and children's centres can work with the younger age range. There is an opportunity to dovetail on what is already available and genuinely open the doors to parents and help in the parenting side of what the council wants to do.

#### Policy & Scrutiny View

The Committee was interested to hear how Westminster's schools made the most of their inner London locations and the community outreach programmes run by organisations and institutions in the borough. Such opportunities were seen as important to raising the aspirations of children and young people. The Committee was also concerned by the funding arrangements which offered little long term security for service provision. The Committee therefore agreed with the recommendation but noted that further work still had to be done on the practicalities.

#### Cabinet Committee View

Extended services including activities for pupils such as sport, homework clubs, breakfast clubs, extra help in Maths and English will be provided across more schools. More Parents and the wider community will have access to childcare, parenting classes and adult education. Extended services are a good mechanism for supporting many of the elements that need to be worked on in Westminster (e.g. pupils and parents' language and literacy, parenting skills, stretching pupils and raising aspirations.) The Committee re-asserted that by 2010 every child should have the facility to stay at school to undertake homework prior to returning home. Furthermore parents must be made aware of where this facility exists.

Objective	Officer/ Lead	Timescale By	Action / Progress
Opportunities for young people are maximised and their aspirations raised, as well as their ability to complete homework in suitable and safe surroundings is maximised.	Extended Services Programme Manager	Sept 2010	Extend the programme to all schools to include; <ul style="list-style-type: none"> <li>• Sports activities</li> <li>• Arts</li> <li>• Maths &amp; Literacy</li> <li>• Homework clubs</li> <li>• 1-1 catch up &amp; extra tuition</li> </ul> 100% of schools will have the extended schools range of services by September 2010, currently 82%.
To ensure that well qualified volunteers are encouraged to participate to extended services	Extended Services Programme Manager		Retired teachers recruited to "Making Good Progress" pilot programme.
Extended services are promoted through all WCC publications	Extended Services Programme Manager		



**Commission Recommendation 4.2** - Work with schools on raising aspirations through gifted and talented programmes, to ensure that opportunities for young people are maximised

#### Workshop View

The current work was perceived as 'patchy' and needed to be better co-ordinated. However, as this is not a statutory requirement, feedback also included the need to be realistic in the funding climate. The Local Authority needs to celebrate achievement more, and also get better at co-ordinating and communicating what's already on offer to improve consistency for pupils.

#### Policy & Scrutiny View

The Committee noted the success of Westminster's gifted and talented programmes but recognised that greater take up was required. In line with this the issue of finding a more long term sustainable funding solution was desirable.

#### Cabinet Committee View

The committee requested an evaluation of current provision which is shown in Appendix 2. Given that the programme was about aspiration with an element of fostering the best, there needs to be more focus on it and efforts made to make it better known to parents.

Objective	Officer/ Lead	Timescale	Action / Progress
Lead teachers in all schools to be trained in best practice for teaching gifted & talented children so that the most able in every class are stretched and challenged from day one.	Operational Director of Schools and Learning	2010 - 2011	17 lead teachers identified 1 year programme in place
Promote with parents activities that would benefit gifted and talented pupils using the new Family Information Directory and the WCC website.		Mar 2010	Review of web based information reporting to ICT board in February 2010
Improve the joint offer to pupils' gifted and talented pupils by encouraging schools to work in partnership with Russell group Universities.		Summer 2010 and 2011	Programme established and regular communications plan agreed
Ensure the LA works with Westminster Independent school sector to improve the offer to pupils' gifted and talented pupils.		Summer 2010 and 2011	Programme established with Westminster School; The American School & Ampleforth College
Improve the provision for small cohorts of gifted and talented children by developing the Lead Teacher which will improve co-ordination of offers from outside organisations.		2010 - 2011	Lead Teacher programme established in initial stages.
Improve the offer to gifted and talented pupils by ensuring all Primary Schools are working with Advance Skills Centres, Philosophy for children, Princes Drawing school programmes and NACE ( <i>National Association for Able Children in Education</i> ) challenge.			Programmes in place and subject to ongoing evaluation
Ensure extra independent consultancy delivered to selected primary schools to develop excellent provision for gifted & talented pupils			Schools selected by; <ul style="list-style-type: none"> <li>Schools causing concern</li> <li>Schools with G&amp;T in their school development plan</li> </ul>

**Commission Recommendation 5.1** Ensure that pupils and their parents and carers have access to high quality, impartial guidance and advice to enable them to make appropriate choices.

#### **Workshop View**

There was feedback that it doesn't matter how many glossy brochures you have, it's about getting people through the door. Once they visit, they want to come to the school. Although others felt that the Council needs to give more positive messages about our schools. Lots of great work goes uncelebrated. Several thought that it was just as important that Councillors understand schools as parents do, as Councillors can then act as community advocates for schools.

#### **Policy & Scrutiny View**

The Committee highlighted that some parents experienced difficulties in understanding the procedures in place and that this could be accentuating when fluency in English was a factor. The Committee therefore agreed with the recommendation to provide better information.

#### **Cabinet Committee View**

As with recommendation 1.2, the department will work with Westminster's Communications team to improve the media and marketing of schools' achievements. The Committee stressed that accurate schools information should already be available to access on the Web rather than this activity being shown as an action for the future.

<b>Objective</b>	<b>Officer/ Lead</b>	<b>Timescale By</b>	<b>Action / Progress</b>
Improve the quality and range of information available to parents by; <ul style="list-style-type: none"> <li>• Developing web-based access to schools' information</li> <li>• Improve Family Information Services inc. Directory</li> <li>• Promote new report card to parents</li> <li>• Meet new Information, Advice and Guidance standards.</li> </ul>	Operational Director of Schools and Learning	Apr 2010	Officers to update the website, co-ordinated by Comms Review management responsibilities to ensure clear accountability for website maintenance is in place

**Commission Recommendation 5.2** The Council should facilitate improved information sharing between primary, secondary special schools and the pupil referral units at the point of transition.

#### Workshop View

In order to identify and support children with additional needs who will need extra care around transitions, participants noted the benefits of the Common Assessment Framework, sharing good practice and more support for children without a school place. The timeliness of transferring records was commented upon as particularly important for vulnerable children. Suggestions about improving matters included summer literacy and numeracy programmes, a Locality Transition Officer to be employed, a Transitions Board (like the 14 – 19 Board, but looking at younger children), Information exchange days (where relevant parties can verbally update to help schools plan classes and teachers to understand pupil's needs.)

#### Policy & Scrutiny View

Noted the geographical complexity of Westminster's location and recognised the current cross-borough and pan-London work taking place. However there was a fundamental need to ensure greater collaboration particularly in regards to ensuring the needs of children were put first.

#### Cabinet Committee View

The aim is to have electronic transfer of information on pupils with accountability in the system so that the centre can challenge schools who are failing to do this. The Committee proposed that pupils' final school report should be passed on to the pupils' next school. Overall the action plan needs more "outcomes".

Objectives	Officer/ Lead	Timescale By	Action/ Progress
For schools to have sufficient information on each child so that school provision is targeted appropriately to children already in need and further assessments are not undertaken unnecessarily. Ensuring that vulnerable children have the best chance to secure their potential	Operational Director of Schools and Learning	April 2010	Established an 8 – 14 Transition Steering group with Primary, Special & Secondary School Headteachers. <ul style="list-style-type: none"> <li>Review current protocols</li> <li>Establish clear data standards</li> <li>Review Common Assessment Framework information sharing protocols.</li> </ul>
Ensure that all electronic and paper based systems support proper information sharing to ensure that all staff working with children are aware of, plan and act appropriately to meet their assessed needs	Head of Integrated Children's information Systems Operational Director of Children, Young People and Families	Sep 2010  Nov 2009	Implement an early warning and tracking system for vulnerable children using fully implemented common assessment process. E CAF in place  Organised our Locality Teams around 0 - 9 and 10 - 19 to focus on vulnerable children to mitigate against the traditional transition risks. Initial Teams in place- review progress April 2010

**Commission Recommendation 6** - Extend the educational opportunities for children with special educational needs by securing the future of outreach services delivered by special schools (and other specialist provision) and consider the development of a cross borough boarding and respite provision for those children with greatest need

#### Workshop View

Participants, including those who had given evidence, felt that the Commissioners misunderstood the feedback they had from their visits to SEN provision. The boarding and respite facility that the commissioners suggested was given consideration, but participants felt that this should **not** be prioritised, whereas short term respite breaks should be prioritised. Outreach services could be improved through earlier funding, not being dependent on statements, and giving schools more accountability for their budgets as well as improving training of ALL teachers, in recognising SEN.

#### Policy & Scrutiny View

The Committee supported the recommendation but highlighted securing funding streams and ensuring a smooth transition from children's to adults' services as areas to look into.

#### Cabinet Committee View

A forum should be set up, of parents and teachers of children with SEN, with representatives from the NAS and other charities, in order to explore this recommendation in more depth (particularly the need for a respite/ boarding facility)

Objectives	Officer/ Lead	Timescale By	Action/ Progress
Opportunities for children with special educational needs are extended, and support for parents is improved	Head of Special Education & Additional Needs	March 2010	Set up a forum comprising of teachers and parents of children with special educational needs in order to explore this recommendation. This has been explored with Executive Head for Westminster special schools and a meeting has been set for 27 <sup>th</sup> January 2010.
		Sept 2010	Schools Forum to agree secure long term funding for outreach support from Westminster special schools – negotiations are underway
		Sept 2010	Develop and extend cross borough commissioning arrangements to support SEN with shared outreach and specialist support service provision. In particular for children with visual and hearing impairments. These discussions are currently taking place
	Head of Children with Disabilities	Ongoing	Continue to market development of respite care provision as part of 'aim higher' programme to deliver more targeted support to children with disabilities and their families

**Commission Recommendation 7** - Address the lack of provision for students with behavioural and emotional difficulties so that early support is offered and, where possible, children are able to succeed in a mainstream educational environment.

#### **Workshop View**

The range of things that participant felt would improve our offer to pupils include: early intervention, support around transitions, parental support and training, holiday time activities to increase confidence, integrated locality working, nurture units and swift re-integration. There was feedback that the council does not take this issue seriously enough e.g. we used to have a behaviour support team, but there is no longer any budget for this, the PRU pupils were not helped enough. However there was optimism that the Marlborough Hill development should help.

#### **Policy & Scrutiny View**

The Committee agreed with the recommendation and added that expecting more of parents and empowering headteachers to enact effective discipline were also contributing factors that should be explored.

#### **Cabinet Committee**

Behaviour support is vital where early intervention in borderline cases can prevent longer term problems. The Committee questioned the workshop views (above). Officers reported that funding for behaviour support had been delegated to schools, at the request of the schools. The funding referred to is devolved standards funding which is required to be devolved to schools by the DCSF. The only way this could be reclaimed would be if schools agreed to use the funding to buy-back an alternative service. It cannot be un-devolved. Please see Appendix 4 for a breakdown of spend on behavioural improvement, including the pupil referral units. The department highlights the support that is currently available to pupils identified with behavioural support needs: anti-bullying work, managed moves to avoid exclusion, learning mentors, police officers based in schools, a Behaviour and Attendance Consultant (although funding for this post runs out in 2011 along with all other National Strategies funding). Parenting groups are provided in school by the Marlborough and others through the Extended Schools offer. Reintegration support, respite provision for pupils at risk of exclusion and provision for pupils on fixed term exclusions, delivered at Beachcroft

<b>Objective</b>	<b>Officer/ Lead</b>	<b>Timescale By</b>	<b>Action/ Progress</b>
Improve provision for pupils who get excluded from school	Operational Director of Schools and Learning	Exec Head in post by Sept 10	The new Alternative Education Centre on Marlborough Hill site to be developed, a new post will be created- Executive Head for Partnership and Alternative Provision who will commission services for students from schools, colleges, and other providers, coordinate outreach support and develop behaviour support packages
Improve the offer to pupils with challenging behaviour	Operational Director of Schools and Learning	Ongoing until March 2011  Improvement by July 2010 from 2009 figures.  September 2010	Design an alternative education project in partnership with two leading voluntary sector providers to support young people with additional needs. Westminster, Princes Trust and Kids Co launched their project in November  Establish partnership with secondary schools to support students at risk of exclusion. Agree and implement protocols for managed moves for students at risk of exclusion. Partnership is established.  Improve range of curriculum provision and opportunity to develop extended services and activity at the current Key Stage 3 and 4 PRUs. Improve rate of re-integration in to mainstream schools by 20%. New vocational options developed in line with 14-19 pathways

**Commission Recommendation 8** - Increase its capacity to share best practice and resources through the development of a collaborative inner London board and the amalgamation of its secondary education support functions with neighbouring councils where appropriate

#### Workshop View

Most people felt that amalgamating support functions with neighbouring boroughs would be overly bureaucratic, and that we would lose our local identity. There was feedback that this could be seen as a 'mini ILEA' which was not supported. The areas where people felt this may work were either in specialist provision such as special needs, extended services, educational psychology and social services or in 'back office' functions such as ICT, HR, CPD, Finance and Administration. People fed back that collaboration would be preferable to amalgamation, in order to retain Westminster's independence, and that schools have the autonomy to buy their support services and will go where the quality is.

#### Policy & Scrutiny View

Concern was expressed regarding the Council being perceived to be devolving its responsibilities and the need to make sure that raising educational standards was prioritised. The Committee recognised and supported the concerns of schools that an inner London board would lead to a longer and more convoluted process.

#### Cabinet Committee View

A key part of further work is exploring the options and issues around this recommendation. The Leader considered that the Council should be agnostic about the method by which education is commissioned and that any issues around externalising the provision should be resolved.

Objectives	Officer/ Lead	Timescale By	Action/ Progress
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Director for Children and Young People	Sept 2010	Re-Structure Children's services to create Education Commissioning function and to ensure school support services are effectively commissioned through the most appropriate providers. Design principles and objectives agreed. New structure to be implemented in line with Council's Transformation programme.
	Operational Director of Schools and Learning	April 2010	Develop school improvement collaborative model across WCC, Camden, Ealing, Hammersmith & Fulham, Kensington & Chelsea. Preferred model designed, joint proposals agreed across all relevant local authorities and steering group established to monitor progress.
		Sept 2010	Consider alternative delivery models for school improvement. Develop a partnership framework agreement. Using new commissioning unit to scope pre-existing frameworks used in Adults & Housing and their usability in Schools & Learning services.
		April 2011	Agree with Secondary Headteachers Training offer. Initial meetings with Hammersmith and Fulham to scope potential provision cross-borough
	Director for Children and Young People and Director of Finance	March 2010	Agree 3 year Business Plan, setting out efficiencies and investment to improve education.  Decide which London Boroughs to work with to commission services and look wider than other boroughs, i.e. at the private market.

**Commission Recommendation 9** - Have the right to strategic engagement with all schools if children's educational experiences are jeopardised and have the right to access information from academies to allow such interventions to be made.

#### Workshop View

people thought that the council needed to be more proactive, not wait for a school to get a poor Ofsted result before intervening. However, many head teachers there acknowledged that there were not enough officers to do this proactive, early intervention support. Members raised the issue of leadership, particularly the process for supporting, then ultimately dismissing, struggling or failing heads.

#### Policy & Scrutiny View

The Committee noted that current engagement with academies had been better than expected though there were still issues to be resolved. The Committee were interested to hear of the implications of recent legislative developments. The Council had a greater role to play in monitoring standards and addressing underperformance.

#### Cabinet Committee View

There is a need to reflect a more forthright approach to acknowledging failings in individual schools, although it was agreed that the position was different with Academies where the Council could only use persuasion in the hope of influencing outcomes. The performance management of schools leadership needs to be tackled actively and promptly, therefore the council plans to make this a lobbying objective with government.

Objective	Officer/ Lead	Timescale By	Action / Progress
Improve outcomes for all pupils in Westminster, including Academies.	Operational Director of Schools and Learning  Policy Analyst	Completed  April 10	Information sharing protocols agreed with all Academies agreed  Included in the 'Westminster Manifesto' a lobbying objective around strategic engagement with Academies. Lobbying for a Local Democracy Bill: <i>A bill to tackle the democratic deficit in local services, and enable Councils to take the lead in meeting the needs of their communities. To Invest local authorities with a statutory duty to monitor the performance of academies, and to work with academies to address areas of underperformance</i>
Improve overview of all schools' performance.	Operational Director of Schools and Learning  Head of Cabinet Support	April 10	Report quarterly to Policy & Scrutiny Committee on school performance and standards issues including those schools requiring statutory local authority intervention.  Reinstate confidential Schools & Learning sub committee to review annually report of Schools requiring statutory LA intervention; from entering into partnerships to closure.

<b>Commission Recommendation 10</b> - Appoint a Cabinet Member for Education and invite the Director of Schools and Learning to attend the Strategic Executive Board in order to demonstrate the Council's commitment to educational improvements and to take forward these recommendations.			
<b>Workshop View</b>			
There was no significant feedback on the recommendation that there should be a separate Cabinet Member for Education.			
<b>Policy &amp; Scrutiny View</b>			
The Committee supported the officers' view that the appointment of a separate Cabinet Member for Education would not complement statutory guidance. Current positions should therefore be maintained. The Committee also supported the invitation of the Director of Schools and Learning to attend the Strategic Executive Board.			
<b>Cabinet Committee View</b>			
Because of the clear expectation regarding the integration of education and social care for children under to DCS and LM, the department does not support the Commission's recommendation. The Operational Director of Schools and Learning is invited to the Cabinet SEB meetings as required. The Lead member of Children's Services in Westminster has two deputies who have a useful role in supporting effective Cabinet understanding of Education issues. The Cabinet committee endorsed this action			
<b>Action</b>	<b>Officer/ Lead</b>	<b>Timescale By</b>	<b>Progress</b>
Cabinet Member for Children's Services and the Strategic Director for Children and Young People will continue to take full responsibility at Strategic level for Education as required by Statutory guidance.	Strategic Director for Children and Young People and Lead Member	In place	See DCSF 'The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services'.



**Commission Recommendation 11 - Parenting is a priority in Westminster****Workshop View**

Participant discussed how schools and nurseries should engage parents, and the general view was that this was already being done, but that it could be co-ordinated better and that parents should be involved as much as possible in the policy development of parenting work. Participants gave feedback that the council had an important role to play, for example, in streamlining the commissioning structure. Also, it was noted that there is a health visitor gap in Children's Centres and that they should be prioritised in the new locality teams.

**Policy & Scrutiny View**

The Committee had previously looked at parenting in Westminster and asked that the recommendations of that session be considered. In brief those findings concerned: addressing the importance of the timing and degree of intervention; that interventions are focused on developing parents' capacity; emphasizing that parents need to take responsibility; delivering programmes sensitively with due regard for different cultural norms; promoting peer support and confidence building measures; the Council needs to re-examine its role in supporting the delivery of the school curriculum and if possible emphasis should be put on the inclusion of parenting skills in early education; parenting interventions need to be more accessible and rolled out to meet demand; parenting practice needs to be mainstreamed; innovation will be needed in response to future budget pressures.

**Cabinet Committee**

This is a key priority; parents are the biggest influence on any child's attainment. The LA shares with parents the ambitions that their children do well in our schools are happy and successful. The Department has added Good Parenting to the Children and Young People's Plan and wants to have a commissioner for parenting, working with health, and the private and voluntary sector to improve services to help parents. Please see Appendix 5 and Recommendation 3 for further detail on our work on Parenting.

Objective	Officer/ Lead	Timescale By	Action/ Progress	Resources
Support parents in order that children's outcomes improve.	Assistant Director Joint Commissioning	Apr 2010	Establish post of Parenting Commissioner to get better value for money. This will integrate Family Learning, family needs assessment and early education to provide services to improve parenting. See linked work with recommendation 3 (Early Years)	<b>£50 000</b>
		Apr 2011	Develop targeted preventative and early intervention services to support vulnerable parents.	
		Sept 2010	Improve targeting of family learning services to ensure all parents acquire basic understanding in English, to ensure all children develop early key language skills	

**Commission Recommendation 12** - Commissioners recommend that further attention is given and, if necessary, resources made available to enhance attainment in the key subject areas of English and Maths.

#### Workshop View

Participants felt that one-to-one tuition, reading for pleasure, supporting pupils with English as an additional language, homework support, smaller class sizes and holiday provision can support pupils to achieve better results. Aspects that impact on pupils' achievement include poor management of transitions and lack of basic skills. Participants noted that these barriers could be improved through extended services.

#### Policy & Scrutiny View

The Committee agreed that attention needed to be given to these areas in order to increase basic standards. However, concern was also expressed as to whether too many targets were helpful. The Committee noted the potential of supplementary schools, pro-bono work by Council staff, summer schools and schemes such homework clubs and the Butterfly reading project.

#### Cabinet Committee View

Success in English and Maths is key to future employability and we must do more to ensure that all schools succeed in achieving outstanding results. The aim is that by 2012 we will increase the number of 5 A\*-C GCSEs including English and Maths from 51% to 75% and Key Stage 2 Level 4 results from 73% to 80%. There is a projected trend of a lower achieving cohort which will impact on this ambition, but we intend to show that we want to make a step change in improving education and setting tough targets.

Objective	Officer/Lead	Time scale By	Action / Progress	Resource
Help young children with their language development	Head of Schools and Learning and Head of Early Years	Apr 2010	Improve early literacy and target interventions to support development of key skills at Foundation Stage and Key Stage 1.	
Help vulnerable or underperforming pupils achieve	Head of Schools and Learning	Apr 2010  Dec 2009 - Mar 2011  In place  Spring 2010	One to one support for children and young people falling behind at Key stage 2 ( 7-11 years old) and Key Stage 4 (14-16 years old)  Improve transition support for children below expected Key Stage levels through implementation of individual support programmes.  Develop sustainable holiday programmes for those in need of extra English and Maths tuition  Pilot the 'Ulpan system', whereby new arrivals to the country are given intensive support with their families to learn English. (Some provision already established for Year 11s)	<b>£20,000</b>
Continuous improvement in pupils achieving 5 A* - Cs inc E & M	Operational Director of Schools and Learning	Ongoing	Our ambition is that 75% of pupils achieve 5 good GCSE's including English and Maths by 2012	

## Appendix 2 – Gifted and Talented Evaluation including costings

Work in Primary Schools seeks to support all schools in meeting the NACE (National Association for Able Children in Education) challenge. This challenge sets a framework consisting of ten elements which together describe excellent quality provision including school leadership, involvement of parents, relationships with external institutions, all to support able children. In addition a number of specific opportunities are developed each year which these gifted and talented pupils can attend to extend the teaching offer by sharing expertise across a large number of schools. This work is wide ranging and encompasses a number of diverse elements. See below for some example projects.

### Example projects

#### **English, Maths and Science Advanced Skills Centres**

The Advanced Skills Centres have enabled the schools who have taken part to increase the number of pupils gaining a level 5 in the core subjects. For example Gateway have consistently exceeded the national average of Level 5s for the past 3 years as have St Peter's Eaton Sq and St Edwards.

#### **Training for Philosophy for Children**

Schools who have taken part in Philosophy for Children (P4C) training report an increase in pupils' ability to question, discuss and show that they can "think outside the box". It has enabled pupils who may not have been identified as G&T to show what they can do. When P4C has been taken on as a whole school initiative, for example in George Eliot Jnr it has played a significant part in increasing standards across the board. George Eliot Junior has had a huge increase in the percentage of pupils gaining Level 5 with results far above the national average in English Maths and Science in 2009

At Secondary School level the aim of the work is to increase the number of students progressing to Higher Education, particularly to the more prestigious Universities, from Westminster Schools – by inspiring young people to aim higher, give them the necessary information to make good decisions about their future and give them the skills necessary for success in the future.

The **Aimhigher Programmes** are funded by the Higher Education Funding Council for England and have to be targeted at students from disadvantaged backgrounds. These students will usually come from a family who have not attended Higher Education themselves. Westminster is one of 14 Boroughs in the WECAN (London West, Central and North) Aimhigher Partnership – one of the biggest in the country - and activity is prescribed by an Area Partnership Committee.

The **University Concordat** programmes are funded by Westminster Council and are more focussed on supporting Gifted and Talented students into the prestigious Universities such as Imperial College, King's College, University College and Oxbridge. Schools select the students to participate and there are no restrictions based on student background.

### Example Projects (November snapshot)

#### **Projects and Activities outside School:**

Year 11	UCL "Horizons" Saturday School planning for end of year 1 Summer School and year 2 work.
Year 12	Level 2 Aspiration afternoons at University of Westminster
Years 9-12	Maths and Science Revision sessions for LAC group at Imperial
Year 9	Debate Challenges within partnership and Pan-London

### **Future Project planning:**

Year 11	Westminster School Summer School
Year 5, 6&7	Design Technology project with Royal Albert Hall, Rolls-Royce plc and Imperial College based on the Cirque du Soleil show
Year 9	Progression Road show at Chelsea Football Club (Diplomas)
Years 9-13	Study Support for looked After Children from HE ambassadors and Imperial College (Exscitec staff)
Years 9-12	Maths and Science Revision sessions for LAC group at Imperial College.
Year 12	Summer schools at School of Oriental and African Studies (Social Sciences)
Year 12	Imperial College (Sciences and Technology)
Year 5, 6	pupils in primary schools visit a University for inspiration and information

### **Training events run by HE Links Manager:**

Session run for RBKC Primary Science Teachers meeting

Session on "UCAS Applications for HE" for Looked After Children  
(The provision and spend on these projects is monitored by the HEFC who receive regular budget monitoring and activity spreadsheets.)

All these programmes and projects have been well supported by Westminster schools and indicators of success of the programme include the following:-

- Increase year on year of GCSE and A level results.
- Since the programme started a 30% increase in numbers of students from Westminster Schools progressing to Higher Education.
- All Westminster secondary schools now engaged in the programmes offered:-
  - All but 1 sent students to Westminster Year 11 Summer School
  - All encourage participation in other University Summer Schools
  - All in scope sent students to the Year12 Level 2 IAG event
  - All send students to HE Master Classes and 4 or more participate in the Video Conferences with HE lecturers.
- All Westminster schools have appointed an Aimhigher Coordinator, who acts as a conduit for information sharing with all partners.
- Higher Education Links Manager invited regularly to attend Westminster Post-16 Managers and Curriculum Deputies meetings to discuss activities proposed by any party. These senior staff support the programmes.

Additionally WCC staff have ensured additional research is undertaking looking in greater depth at a variety of projects. For example; last year an evaluation study was commissioned and completed independently on a pilot project. This research followed a group of students completing an extended project during the summer vacation between school years 12 & 13. 71% of the identified students completed an AS qualification with grades predicted between A\* and C.

## **St Peter's Eaton Square; A case study of G&T identification and provision in a Westminster Primary School**

There is an effective G&T co-ordinator in place in the school

### Identification

- The school has soundly embedded systems and procedures to identify pupils who are able, gifted and talented.
- The G&T coordinator has provided training and support to all staff to enable them to identify the pupils in their classes.
- There is a G&T register in place which is reviewed 3 times a year in line with the school's progress tracking of all pupils.
- The G&T register reflects the school population.

### Transfer

- Transfer of information between KS1 and KS2 is effective with both formal and informal systems in place within the school.
- G&T coordinator to flag the files of pupils on transfer to year 7 if they are on the G&T register in Yr 6.
- Additional G&T information is passed to secondary schools as requested.

### Parental Confidence

- All parents/carers are informed if their child is on the G&T register.
- Additional information is available to parents on request in line with the parental guarantee in the recent white paper.

### Tracking progress

- Progress of G&T pupils is carried out in line with whole school progress tracking for all pupils
- Pupils who are not making expected progress are identified and this may result in a change to the G&T register.

### Philosophy for Children

- The school has embraced Philosophy for children and it is embedded in the school.
- Two members of staff were trained last year and another two are being trained this year.
- An observation of a P4C session was carried out by an LA officer. The session was excellent providing an opportunity for all the pupils in the class to contribute to a community of enquiry as well as allowing the most able pupils to extend their thinking and questioning skills.

### Additional Training

- The G&T coordinator arranged for the whole staff to have additional training from the LA consultant to ensure higher level questioning and thinking skills are integrated into every lesson

### Additional Provision

- The G&T coordinator is aware of additional provision available and some pupils have attended Maths, English and Science Advanced skills Centres.

### Gifted and Talented and Aim Higher Expenditure 2009/10

Breakdown of current grant and WCC programme funding with identified expenditure allocated to a wide variety of small and targeted projects, a number of these work across Westminster and Kensington and Chelsea. Further detail on individual projects identified below are available on request

#### Budget

			<b>Funding Source</b>
	£48,300.00	KS 1, 2 & 3 G&T	Area Based Grant (ABG)
	£116,000.00	Aim Higher (Joint with RBKC)	Higher Education Funding Council (HEFCE) via DCSF
	£70,000.00	University Concordat	University Concordat One City (WCC)
<b>Total</b>	<b>£234,300.00</b>		
	<b>Salaries</b>	<b>Time</b>	
	£2,650.00	1 point on Soulbury Scale paid by WCC this equals payment for 13 days a year. Actual time spent on G&T work equals at least a day a week i.e 46 days	
	£46,200.00	2 days Westminster, 1 day RBKC, HEFCE funded	
	£30,800.00	2 days Westminster - One City University Concordat	
<b>Total</b>	<b>£79,650.00</b>		

#### Expenditure Breakdown

##### KS1, 2 & 3

	£12,000.00	Consultant support for schools (4 schools)
	£5,000.00	English, Maths and Science Advanced Skills Centres c. 30 pupils
	£1,500.00	Support for schools in gaining NACE Challenge Award (2 schools)
	£9,000.00	Training for Philosophy for Children 20 schools
	£8,100.00	Support for the Prince's Drawing School c. 30 pupils
	£3,000.00	Support for Westminster Summer School c.40 pupils
	£7,050.00	Lead Teachers for G&T in Secondary Schools ( 5 schools)
<b>Sub-Total</b>	<b>£45,650.00</b>	
<b>Aimhigher</b>	£27,000.00	Schools Aimhigher payment £3,000 each Westminster school *
Joint RBKC for	£2,000.00	G and T Master classes for 100+ pupils
disadvantaged pupils	£2,000.00	HE student ambassadors work
Years 9-13	£4,200.00	Year 9 Progression events - 6+ schools
	£1,000.00	Year 9 Debating challenge 4+ schools
	£6,000.00	Looked After Children support 20+ pupils
	£3,800.00	Fashion Design projects for 25 pupils
	£5,000.00	Royal Albert Hall design tech project for 9 primary,2 secondary schools (330 pupils)

£3,000.00	Primary school HE visits 4 year 6 classes
£4,000.00	Year 10,12,Vocational theme days, 100+ pupils
£5,000.00	African Caribbean Mentoring project, 5 pupils
£1,000.00	Video conferenced HE lectures to year 12
£2,000.00	HE visits for 200+ pupils
£1,000.00	Year 10 study skills course, 40 pupils
£2,000.00	Summer Schools years 10 and 11, 20+ pupils
£800.00	Meeting expenses
*	Schools to use according to Aimhigher criteria. LA monitor and report to HEFCE.

**Total** **£69,800.00**

#### **WCC University Concordat**

£15,000	Year 12 G and T Summer Schools 100 pupils
£1,000.00	Year 12 Level 2 Aspiration raising 60+ pupils
£15,000	HE Consultancy
£2,000	Medical School Application support,40 pupils
£1,000	Engineering awareness support, 30 pupils
£3,000	Year 11 Westminster Summer School, 40 pupils
£10,000	Year 12 Extended Project pilot, 12 pupils
£1,200	Year 13 Skills for HE course, 40 pupils

**Total** **£48,200**

Universities worked with  
mainly:-

King's College, Imperial College, School of Oriental and African Studies, University College, City University, London Metropolitan, Westminster, University of the Arts, Central School of Speech and Drama, Royal Veterinary College, Guy's Hospital, Queen Mary, Brunel, Middlesex, Birkbeck,Thames Valley, London School of Economics.

## Appendix 3 National Strategies Report

**Local Authority:** Westminster (London 1)

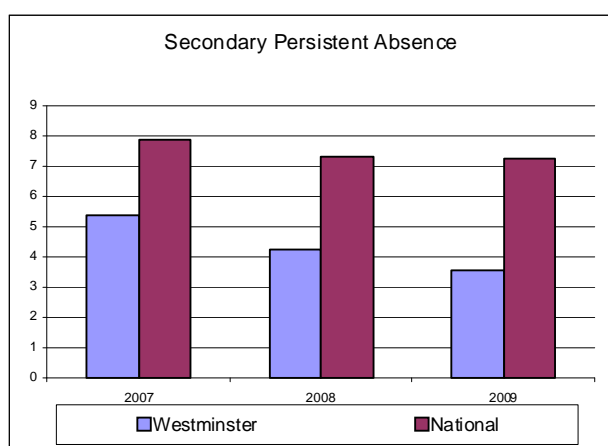
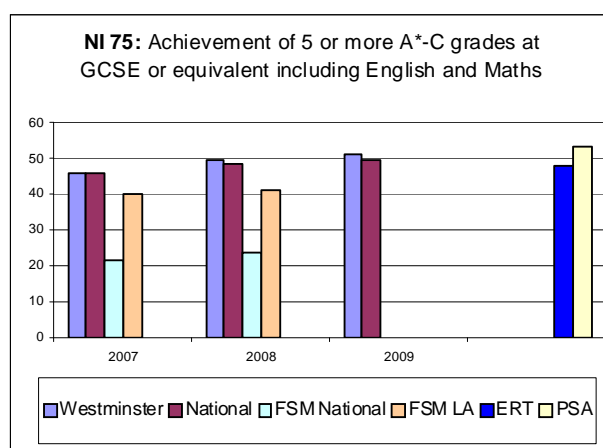
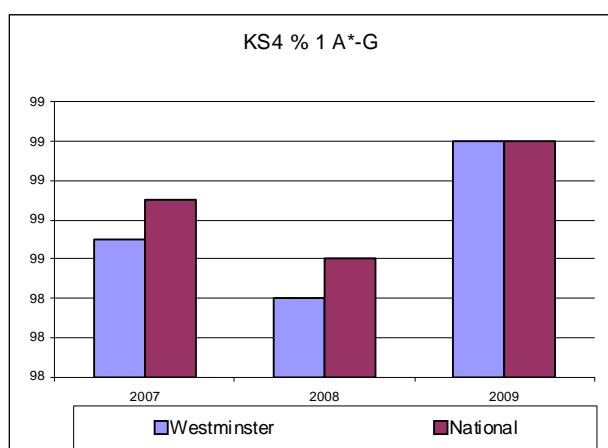
**Date:** 11/11/2009

### Summary:

Early Years Threshold attainment improved, after a small fall in 2008, and is now above the 2007 outcome. The Gap narrowed in 2009, following LA targeted support in identified schools and settings. In every school all pupils achieved a score of 6 or more in the threshold measure. At KS1 in 2009, the LA's L2+ results in reading writing and maths fell and are in the bottom quartiles nationally for attainment and year-on-year change. At KS2, L4+ outcomes in combined attainment, English and reading fell slightly but there were increases in L4+ writing and maths. Boys' results at L4+ were in the top national quartiles for English, writing and maths. There was a good rise in L5+ maths. Westminster has one school in an OfSTED category, one Hard to Shift and four schools below the floor. These schools are receiving robust support and challenge. The achievement of FSM pupils is very good: Westminster is one of the top three authorities in the country. The LA has continued its four year upwards trend in 5+ A\* -C (including English and maths) and 2009 results are above the national average and in the second quartile nationally. There are no maintained schools below the GCSE floor target and no school is in an OfSTED category. The LA addresses attendance issues effectively and is now ranked third nationally for low levels of PA. Behaviour is good or better in all schools.

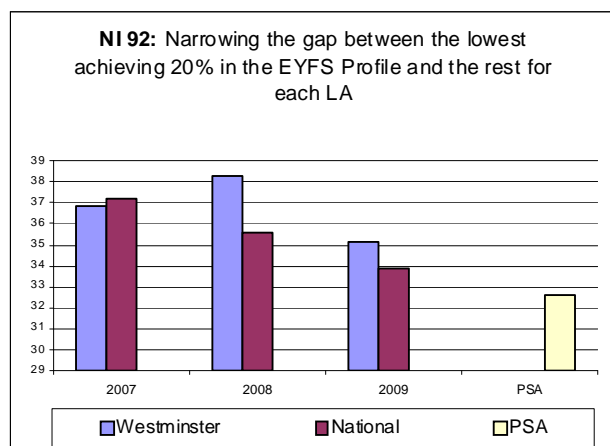
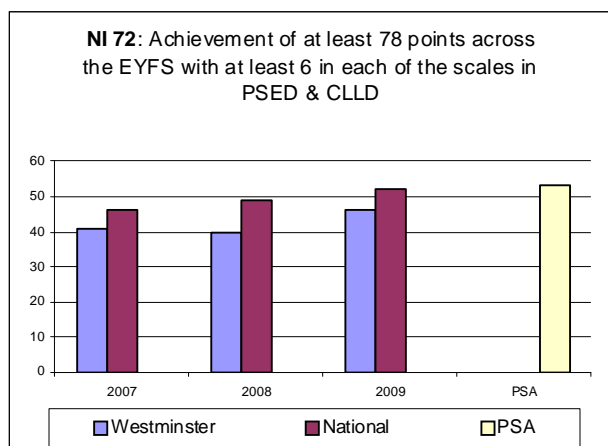
### LA Review Thumbnails

#### Secondary

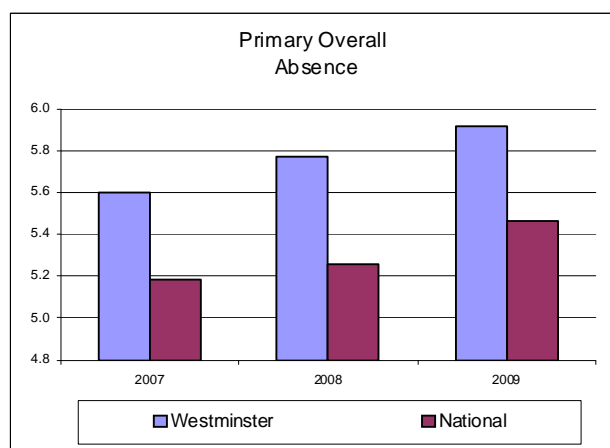
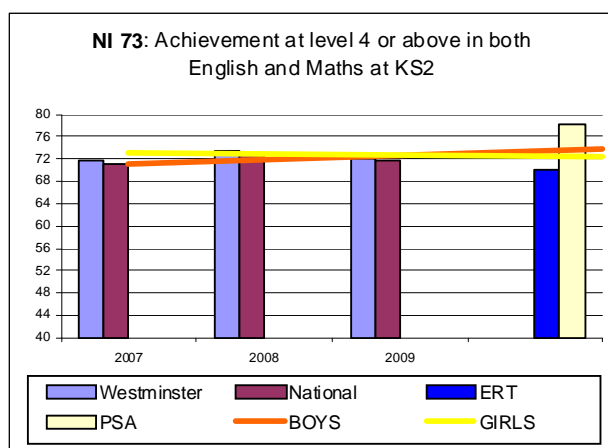
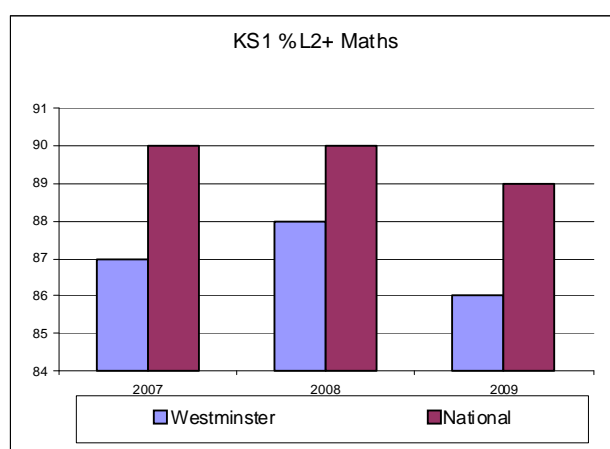
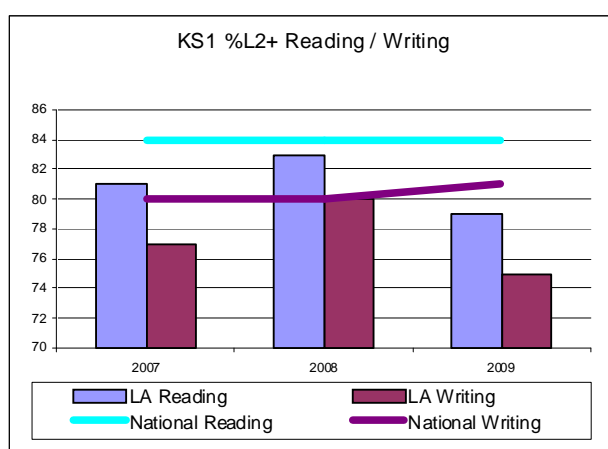




## Early Years



## Primary



#### Appendix 4 Financial Breakdown for Behavioural Improvement work

BEHAVIOURAL IMPROVEMENT				
Service			Budget	Provision
Behavioural Improvement Support (ABG)				
- Education Welfare officer			40,600	EWO post - central team
- LBP Primaries			28,700	Agency Staff - PRU
- EIW Contract Marlborough			133,200	CAMHS
- EIW - Additional Worker 0.5 fte			27,000	part funding of post
- Year 11 Contract			12,000	arrangement with QK school
Total ABG			241,500	
KS3 Excluded Pupils (PRU)			591,000	Mainly funded from DSG and standards fund - In-house provision
KS4 Excluded Pupils			496,700	DSG funded - contracted out to City of Westminster college
Marlborough Contract			169,000	DSG funded
Targeted Support for Schools and Children			57,000	General Fund
ECM/SEAL behaviour support posts (ABG)			149,500	
<b>Total Centrally Retained</b>			<b>1,704,700</b>	
Schools Delegated - AEN/SEN				DSG funded - delegated budget formula allocation
- Nursery	69,500		3,500	
- Primary	4,276,000		213,800	
- Secondary	1,414,700		70,700	
<b>Total Delegated</b>	<b>5,760,200</b>		<b>288,000</b>	
<b>GRAND TOTAL</b>			<b>1,992,700</b>	Notional 5% can be used to support behaviour improvement

## Appendix 5 Parenting Offer

Westminster aims to support positive parenting styles which promote child development and good behaviour in constructive and non-hurtful ways. We know from research that children who grow up with positive parenting are more likely to develop appropriate skills and self confidence, are less likely to develop behaviour problems, and parents are more relaxed and confident.

Supporting parents begins with pregnancy and continues until children become adults. Every parent in Westminster has an entitlement to a range of integrated services which can support positive parenting during their child's life journey from pre-birth to their 20<sup>th</sup> birthday (25<sup>th</sup> for care leavers). This entitlement will be delivered through a 'core parenting offer' to all parents, not just those experiencing difficulties.

Parenting support needs to be viewed as on a continuum, whereby the information and support needs of parents change with their experience and the child's developmental level. Westminster's parenting offer to parents comprises a continuum of universal, targeted and specialist parenting support services, delivered locally wherever possible and desirable, which promote and support positive parenting methods and comply with national guidelines across four levels of need:

Level of need	Who will benefit	Parenting offer
<b>1 Universal</b> Family and community networks of support and access to universal provision	All parents – universal entitlements before any specific problems have been identified	Information, involvement and opportunities
<b>2 Additional</b> Universal <i>plus</i> targeted parenting support	Parents with additional needs	Targeted support
<b>3 Complex</b> Universal <i>plus</i> targeted <i>plus</i> intensive support	Parents in the 3% of families with multiple, complex needs	Coordinated multi-agency interventions with families
<b>4 Statutory</b> Universal <i>plus</i> intensive statutory intervention	Parents who are unwilling or unable to fulfil their parenting responsibilities	Intensive, sustained specialist support and statutory intervention

The levels are not exclusive; it is quite normal for parents to use services across several levels, or to access different levels of parenting support at different times. The intensity of the intervention families require may change with life transitions such as separation, illness, loss, trauma and financial hardship. Our parenting offer aims to develop a consistent approach to supporting positive parenting which is fully integrated in all mainstream settings and responsive across the continuum of need, creating the conditions for parents to receive the right help at the right time.

Our parenting offer will be customised, as far as possible, on a local basis so as to be accessible, appropriate and responsive to parents in their communities. Multi-agency locality teams will be established over the next two years to facilitate this. The needs of parents of Westminster pupils who live outside of the city will also be considered: those who find it more convenient to access parenting information, advice or support in Westminster than in their home borough will be able to do so.

## **1. Information, involvement and opportunities for all parents**

Information, involvement and opportunities will be available to all parents, including those who are hard to reach, strengthening their informal family and community networks of support. In particular, we will be working to ensure that:

- Information about positive parenting methods is publicised, promoted and widely available in different media and formats, online, and in a choice of locations visited by parents and prospective parents including libraries, children's centres, doctors' surgeries and schools.
- Accurate information about parenting support services and how to access them, is held centrally, updated regularly and publicised online and locally in accessible formats.
- Health visitors, school nurses and other practitioners in universal services establish and maintain good relationships with parents from first contact, promote positive parenting styles and healthy choices within families, encourage and support parents to involve themselves in their child's play, learning and development, and identify any additional needs for support with parenting, e.g. if a parent has a learning disability.
- Families are given timely information and support through key transitions: pregnancy, new baby, starting school, moving to secondary school, changing school at non-standard times, adolescence, career decision-making, leaving school, etc, so that children can feel more secure during such crucial times.
- A range of learning opportunities are targeted towards parents, including parenting know-how, family learning sessions, and routes into training and employment, and delivered locally in libraries, extended schools, children's centres and other community settings that are visited by parents.
- Parents are encouraged to be involved in the life of schools, local services and communities, and are given opportunities to influence developments.
- Information services are accessible to fathers as well as mothers. Schools and local services raise awareness of the importance of the active, positive involvement of fathers in their children's lives, and engage fathers in activities designed to increase their involvement and parenting skills.

## **2. Targeted support to meet parents' additional needs**

Surveys show that 75% of parents say that they feel there are times in their lives, or the lives of their children, when they need access to additional information or support. Our parenting offer at this level targets support to parents who need more than the universal

service at particular times. It also targets parents who may have additional needs due to their particular circumstances. We will be working to ensure that:

- Interventions target population sub-groups to enhance their parenting capacity. The risk status of the parent is not assessed in advance but, because that parent belongs to a sub-group associated with greater risk, they are targeted, e.g. new parents, lone parents, parents of teenagers, parents who speak little English.
- Specialised parenting interventions are available for young parents, and parents of children with disabilities or physical illness, according to their specific needs.
- Adult services identify vulnerable adults who have children and, if there are additional needs for support with parenting, these are taken into account in care planning. Vulnerable adults include those with learning or physical disabilities, sensory impairments, long term illnesses e.g. HIV/AIDS, mental health, drug, alcohol or domestic violence issues, and those who are homeless or living in overcrowded conditions.
- Health visitors and other early years practitioners provide advice and support with specific parenting issues, e.g. breastfeeding, post-natal depression, relationship difficulties in early parenthood.
- Professionals signpost or facilitate self referral to a parenting programme or other parenting support service, or refer using the Common Assessment Framework (CAF) if services for a child or young person are also needed.
- Practitioners respond to parents' additional needs for support with parenting through brief consultation, topic-based sessions and structured parenting programmes in children's centres, extended schools and community settings.
- Where there is disengagement from school or risk of exclusion for misbehaviour, parents are engaged in voluntary parenting contracts and, if appropriate, are referred to a parenting programme in a school or other community setting.
- A range of effective early intervention and preventative services are targeted on a needs-led basis through outreach, engagement, service brokerage and key-working. Where there are multiple additional needs, a plan is agreed through a multi-agency panel and coordinated by a lead professional.
- Parenting interventions are available to help parents of adolescents respond effectively to problematic and risky behaviour associated with drugs, alcohol, sexual behaviour, bullying and truanting.

### **3. Coordinated family interventions**

The multi-faceted nature of problems and diversity in the composition and structure of families make tailored, flexible and holistic services vital. Our parenting offer at level 3 comprises a range of parenting interventions within packages of family support for the 3% of families whose multiple, complex needs put them at risk of social exclusion. These most vulnerable families, identified through multi-agency panels as needing a fully coordinated response, will be prioritised, engaged and empowered through a formal contracting approach. Families will be made aware that if nothing changes there will be consequences. We will be working to ensure that:

- Triple P group or one-to-one parenting interventions are specified within robust multi-agency contracts for the whole family, coordinated via a lead professional. Where there is a child aged 0-5 in the family, a referral to a Mellow Parenting programme in a children's centre may be considered.
- There are clear processes for accessing parenting programmes.
- Evidence-based group and individualised parenting programmes run all year round in local areas and settings across Westminster, and at varying times so that parents can access advice and guidance when and where they need it.
- Enhanced, individualised Triple P parenting interventions e.g. on coping with stress, managing anger and partner support are offered to families who need them, including where a child has severe social, emotional or behavioural difficulties, where there is a history of crime, anti-social behaviour or domestic violence, or risk of child maltreatment, neglect or breakdown. The Mellow Parenting programme may be considered for parents of children aged 0-5.
- Triple P parenting programmes are offered to parents whose children have been looked after by the City Council where the plan is for them to return home, with similar training for foster, respite and residential carers.

### **4. Intensive support and statutory intervention**

Intensive, sustained parenting support reinforced by statutory powers is necessary for a tiny minority of the 3% of families with problems which parents have so far been unwilling or unable to address e.g. school non-attendance, permanent exclusion, drugs, criminal activity or anti-social behaviour. Intensive keyworking and facilitated access to services can empower even the most challenging families to get their lives on track and can turn lives around dramatically. We will be working to ensure that:

- There is a robust and assertive keyworking approach with families who have multiple problems and are facing legal action, so that they are challenged and supported to make the changes that are necessary to address their problems and increase their parenting capacity.
- Legal powers, including parenting orders, are always utilised appropriately to promote parental engagement and cooperation in the interests of the child, and there is effective multi-agency coordination of their statutory powers.

- Where a child has an acceptable behaviour contract (ABC) or an anti-social behaviour order (ASBO) or the parents are subject to a parenting order, they are engaged in an individualised parenting programme, as part of a holistic package of support for the whole family until it is no longer needed.
- The parenting support needs of parents in prison and of parents of imprisoned young people are considered as part of preparations for release.