

Children, Education and Skills Sub-committee

18 January 2016

Present: Councillor G Madden (Chair)
Councillors K Bolger, P Brooks, C Davis, M A Green,
D Lilly, P Oliver, J O'Shea, and M Thirlaway.

Mrs M Ord	Parent Governor Representative
Mrs J Little	Parent Governor Representative
Mr G O'Hanlon	Church Representative
Rev. M Vine	Church Representative

CES35/01/16 Apologies

Apologies for absence were received from Councillors K Clark, M Madden and J Munby.

CES36/01/16 Substitute Members

Pursuant to the Council's Constitution, the appointment of the following substitute member was reported:

Councillor J O'Shea for Councillor J Munby.

CES37/01/16 Declarations of Interest

There were no declarations of interest made or dispensations reported.

CES38/01/16 Minutes

Resolved that the minutes of the previous meeting held on 16 November 2015 were confirmed as a correct record and signed by the Chair.

CES39/01/16 North Tyneside Learning Trust

At its meeting on 20 July 2015, the sub-committee agreed that information on the work of the North Tyneside Learning Trust (NTLT) should be added to the work programme for the year (previous minute CES16/07/15).

Kehri Ellis, Chief Executive of the NTLT, attended the meeting and made a presentation. As background information, the sub-committee had received a copy of the NTLT Annual Review 2014/15 and the Star Awards commemorative brochure.

Ms Ellis thanked the sub-committee for the invitation to attend the meeting and began with an introduction to the work of the Trust. The NTLT was established in 2010 with a mission statement of "improving education and life chances for all children and young people" across North Tyneside. The vision was excellent schools by collaborative partnerships with a school

improvement focus. Membership of the Trust was voluntary. The ten priorities, originally based around the local authority's plan to create a high skill economy and linked to its Council Plan, had changed very little since 2010. These were:

1. Strengthen governance and leadership
2. Support and invest in apprenticeships
3. Support and secure school improvement
4. Build collaborative partnerships
5. Support the transformation of North Tyneside into a high skill high wage economy
6. Increase participation and attainment in science, technology, engineering and maths (STEM)
7. Create an education to employment pathway
8. Support early years development
9. Increase progression to further and higher educations
10. Engage in research and development.

The NTLT appointed two governors to each Governing Body of its member schools from business and industry as part of its strategy to strengthen school leadership. Originally STEM was a key priority; engineering in particular was a major employment growth area for the North Tyneside economy. Excellent links had been developed with colleges and universities to open up opportunities and the Trust funded an apprenticeship programme. Internal, regional and national partnerships and collaborations were critical to what the Trust did. To support early years development, a lot of work had been done with the local authority to produce the Two Year Offer which was available to parents in disadvantaged areas.

The NTLT had forty-six schools across the borough which was made up of 10 high schools, 4 middle schools, 5 special schools, 24 primary schools, 2 first schools and the Moorbridge Pupil Referral Unit. There were twenty three employer partners; businesses and organisations which had signed a formal agreement with the Trust and signed up to its values. The North Tyneside Manufacturers Forum was a partner and had organised mentors for schools, placements and had volunteered other ways to support the curriculum. Other employees in the borough which wanted to work with the Trust could do so, a formal partnership arrangement was not required and this collaboration was welcomed.

The Trust was governed by nine Directors, as it was a registered charity and a company limited by guarantee, and Chaired by David Baldwin, Head teacher at Churchill Community College and Executive Head at Norham High School. Each type of school in the Trust was represented, as were governors, higher and further education, the local authority and employers. Trust Governors for schools were selected from business and industry to use their unique skills and expertise to strengthen, support and challenge the school's governing body. The Trust had appointed 88 Trust Governors and created a Trust Governor Strategy as a comprehensive support mechanism to Trust Governors and to improve their effectiveness in schools. This included an induction; Network Events; Trust Governing Body Reports; a LinkedIn Group; Celebrations and Thank Yous; an Annual Brochure; Training; and involvement in National Governor Appreciation Week.

The Trust had a wide and varied programme to support their schools. The flagship was the Apprenticeship Bursary Scheme, which had been established in 2011 and supported 50% of the apprentices' wage. Over 100 apprenticeships had been created for Trust school leavers in a variety of roles including engineering, ICT and business administration. The scheme provided meaningful employment and training opportunities and many of the apprentices had been employed directly within Trust schools.

The STAR awards were an annual event to celebrate non-academic achievements of children with individual private sector sponsors for each award and a sponsor for the overall event. The brochure produced to celebrate the event had been circulated to Members.

In January 2015 the Apple Regional Training Centre was established at Stephenson Memorial Primary School which provided ICT training and different aspect of the ICT curriculum to North Tyneside schools and schools across the region. Some training was provided free to Trust schools and other training had a charge, but any fee was used to provide further training opportunities.

The Trust supported outstanding teaching by supporting teachers through the Outstanding Teachers' Programme and other developmental opportunities; including the Build IT training programme which supported schools to deliver the new IT curriculum. School Improvement was also a very important partnership and in the last three years a team had been employed directly to enhance the offer to schools and included specialists for English, maths, science, ICT and modern foreign languages. The team worked closely with the local authority's School Improvement Service as that retained the statutory responsibilities.

The WOW project (World at Work) was launched in October 2015 and was part of business engagement by the Trust to transform careers education so that all children were "inspired, motivated and equipped to reach their full potential". In the past there had been a narrow focus on what careers and employment opportunities were available for young people, and the WOW project aimed to stretch this as far as possible. There were three project leads across the schools and the strategy was to have careers related intervention at every age and phase of education so that every child knew about the world of work and how to access it. The six key strands to the WOW Project were:

- Online Portal
- WOW Activities
- WOW Ambassadors
- WOW Business
- WOW Champion Teachers
- Apprenticeship Network

The NTLT's STEM partnerships were regional, national and international. The Trust had successfully applied for funding to deliver the five year 'Step into STEM' programme for Years 9 -13. The Engineering Development Trust had enabled projects for Years 9 and 12 and Primary Engineers Programmes helped spark an interest in Years 2 and 6. The National Science Learning Centre had teamed up with schools and learning centres around the country to develop several Science Learning Partnerships. The NTLT formed part of the collaboration for the North East Partnership; this was a huge development for the borough in terms of recognition but it also meant that teachers didn't have to travel to receive the training - saving time and money. This development enabled the Trust to apply to be a Maths Hub, which was successful and bought significant funding from the Department for Education. The Great North Maths Hub provided strategic local leadership ensuring all schools received tailored maths education support suited to specific need. Working in partnership with schools, colleges, universities and maths experts, the Great North Maths Hub aimed to harness teaching expertise and best practice within the area, for the benefit of all pupils and students in Tyne and Wear and Northumberland. All schools in North Tyneside would be able to access the services of the Hub.

Ms Ellis concluded by indicating that the presentation had only provided a flavour of the work of the Trust and that she would welcome questions and feedback.

Members of the sub-committee sought clarification on how successful the appointment of

Trust Governors had been as there was a significant amount of work and commitment required from any Governor; how successfully the local authority and the Trust worked together; the relationships between Academies and Trust schools and Voluntary Aided faith schools; and whether the balance was right between meeting the needs of the local businesses against the true aspirations of the borough's young people.

Members were informed that the positions of Trust Governors were advertised as a Non-Executive Director position, which was in essence what they were and it helped people understand the level of what was required. The Trust Governors were there to challenge and support and whilst there could be some initial reluctance, in time, when the schools performance improved, they were seen as a valuable advantage of Trust membership.

Academies could not be part of Trusts but Academies did require a sponsor; when Moor Edge Primary School was required to convert to an Academy, the Trust established the North Tyneside Academy Foundation, a separate charity to the NTLT which could work with the NTLT, to sponsor what became Grasmere Academy. All schools, including faith schools, had the opportunity to buy into a partnership agreement to be able to utilise the schemes and facilities of the Trust. Some of the training could be offered to all, the Science Learning Partnership and the Maths Hub would be available to all schools. All projects and schemes could be followed by and used by all special schools in the borough; however the take up from special schools did vary. All schools received information about the programmes and part of the Trust Governors role was to know what was available and where the Trust could help. Also, schools could request specific support and there were places on apprenticeships for young people with special educational needs.

As with any partnership, there had to be a gain for both sides and the businesses had to secure their future workforce and foster interest in their specialism which could then save them money on recruitment in the future. Initial focus had very much been on STEM subjects and careers but in recent years the schools had indicated that they wanted support across the curriculum and in the last year links had been developed with Tyne and Wear Archives and Museums and Culture Bridge. In addition, sixteen schools had been supported to achieve the Arts Mark. These partnerships would develop which would lead to associated employees becoming involved and supporting schools.

(At this point Councillor G Madden vacated the Chair as he needed to leave the meeting. Councillor M Green proposed Councillor J O'Shea to be appointed as Chair for the remainder of the meeting. This was seconded by Councillor D Lilly and assented to by the members present. Councillor G Madden left the meeting room.)

(Councillor J O'Shea in the Chair)

A Member commented that the NTLT appeared to be using its influence to identify and find a way to fill skills shortages and had fulfilled its original remit; it had been established for a reason at a particular time and had raised standards.

Ms Ellis concluded by stating that there was a lot to celebrate in North Tyneside and there had been great achievements across the whole Trust; not many local authorities had three secondary teaching schools and national leaders of excellence in their midst and the primary outcomes were amongst the best in the country. There was still some huge challenges and the Trust would be there to raise standards and support their schools to achieve it.

The Chair thanked Ms Ellis for her presentation and attendance at the meeting.

CES40/01/16 Children and Young People's Plan 2014-18

In accordance with its work programme, the sub-committee received a mid year performance report on the delivery of the Children and Young People's Plan 2014-18. The previous report to the sub-committee was in June 2015 (previous minute CES05/06/15). The Research and Intelligence Manager attended the meeting to present the report and answer any questions.

The Children and Young People's Plan 2014-18 provided the strategic framework for the integrated planning, commissioning and delivery of children's services in order to improve the lives of children and young people in the borough. The plan was produced and owned by the Children, Young People and Learning Partnership. The Plan also served as the borough's Child Poverty Strategy, setting out how partners would work together to address the underlying causes of deprivation.

The Plan's priorities were aligned with the 'Our North Tyneside Plan', the Joint Health and Wellbeing Strategy and the Safer North Tyneside Plan. The report set out the partnership's performance for the 2015/16 year to date as measured through a range of performance indicators and a performance scorecard against each priority.

In the Ready for School priority there was a positive improved position to report in relation to Foundation stage development within all North Tyneside schools with the percentage of pupils showing a good level of development having increased from 58.9% to 64.4%. The national trend showed a comparable increase from 60.4% to 66.3%, however this was a greater percentage than North Tyneside. Regionally North Tyneside was sixth out of the twelve North East authorities. Also 99.4% of children attend primary schools which were rated "good or outstanding", this compared favourably to regional and national averages of 89.4 and 80.2% respectively. The comparable figures for secondary schools showed 87.1% of pupils attend schools rated as "good or outstanding", compared to regional and national averages of 72.4% and 75.2% respectively.

The Ready for Work priority showed the Key Stage Four results (usually taken at aged 16) and the proportion of pupils gaining 5+ A*- C including English and maths had increased by 5.2% and the borough was now in the top quintile (20%) of performance nationally. At Key Stage 5 (usually taken at aged 18) performance was in line with 2014 levels which were marginally above the national state funded sector averages for 2015. Those aged 16-18 not in employment, education or training (NEET) had increased in successive years; whilst it was now more in line with the regional average, other regions had reduced. It was explained that there was a significant lag on the information for these indicators, the figures were from 12 months ago, and the difficulties of capturing data if young people had engaged in casual work. It was also clarified that young people in care were included in the NEET statistics. There were programmes to be developed specifically for children leaving care to assist them in finding education, employment or training opportunities. It was noted that the jobseeker allowance claimants for 18-24 did not correlate with the NEET figures with a decrease to 4.6% in September 2015; no reason had been identified to explain this increase.

(At this point Councillor P Oliver and Mrs M Ord left the meeting room).

The number of looked after children had been reported as being 80% per 100,000 children in the population in April, it was currently 75%, the England average being 60% and the NE average being 81%. There had been a national increase in the number of looked after children and the North Tyneside increase had been slower than the national increase. The

authority had a very good placement mix on offer and their aim was to move young people as infrequently as possible; there had been an increase on those remaining with foster placements which had led to the improvement. The aim was always that the young people could remain safely at home.

Questions were asked about the over dependency on Ofsted and data. It was acknowledged that there was more to a school than their Ofsted rating and parents would look at other aspects of a school but it was something that the performance team had to take account of. Also, whilst a high percentage of schools were achieving the A*-C target, there was a significant number that were not and they shouldn't be forgotten.

The report did not intend to provide answers, it was there to demonstrate where the authority was as against its plan and questions helped inform the plan as it developed.

Agreed that the update report on the Children and Young People's Plan 2014-18 be noted.