

Children, Learning and Skills Directorate Plan 2019/20

Slough children will grow up to be happy, healthy and successful



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1. Foreword

We are pleased to introduce the Slough Children, Learning and Skills Directorate Plan 2019-20.

The Children, Learning and Skills (CLS) Directorate was formed in late 2016 following the return of education services from Cambridge Education. The director was appointed in April 2017 and the permanent directorate management team were appointed by October 2017.

The CLS Plan is intended to provide colleagues and partners with an understanding of the key functions of the directorate, the achievements of 2018-19 and the priorities for 2019-20. This plan sits alongside the council's Five Year Plan 2019-24 and the plans of the Slough Children's Services Trust. It is supported by detailed service plans.

We are proud of the achievements of our children and young people and of the work of the council, Trust, schools and all partners. Educational outcomes in particular are strong and we have a strong partnership with Slough Children's Services Trust to continue to keep children safe. However, we have high aspirations for the children of Slough and will continue to work with partners to ensure that all Slough children grow up to be happy, healthy and successful.



Councillor Shabnum Sadiq
Lead Member Education and
Children's Services



Cate Duffy
Director Children, Learning
and Skills

2. Children in Slough

Slough is an urban area, comprising densely populated and richly diverse communities. It has a strong business sector including the headquarters of several key multi-national companies and a 21st century profile of innovative and creative industries. We have a younger than average population structure, with many families, and a high proportion of children.

There are wide variations in terms of affluence and deprivation among neighbourhoods across Slough with significant pockets of disadvantage. In 2015, five of the eighty super output areas within Slough sat within the bottom 20% of most multiple deprived areas in England. The proportion of children living in poverty is above the national average.

Within Slough, there are well-established multi ethnic communities. As well as black and minority ethnic (BME) communities, one third of the population was born outside of the UK and one fifth from outside the European Union. There are high numbers of new migrants and asylum seekers from more than 70 different countries including unaccompanied minors and transient families. 85% of pupils in Slough schools are of minority ethnic origin, well above the national and regional average. Over half of pupils in Slough schools first language is known or believed to be other than English and approximately 120 different languages are spoken in our schools.

There are 52 nursery, primary, secondary and special schools in Slough. 65% of these are academies or free schools. There are also 10 children centres in Slough with 86% of all children under the age of 5 in Slough registered at one of the centres (11,346 children).

The number of pupils attending a Slough school has been on a constant rise, although this is now levelling off. The majority of pupils who live in Slough also attend a school here (88.8%) but a sizeable proportion attend a school outside of the borough.

As of January 2018, there were 1,295 children and young people with a statement or Education, Health and Care (EHC) plan maintained by Slough LA. Almost half of pupils with special educational need are placed in a mainstream school.

The proportion of good and outstanding schools in Slough is 86% which is in line with the national average. Standards in key measures are above national average in EYFS, Key Stage 2 and significantly above the national average at Key Stage 4 where Slough is ranked 17th nationally for Progress 8 achievement. Standards at KS5 are slightly below the national average at Post-16 for average point score per A-Level entry, but in line with the national average for pupils attaining AAB in facilitating subjects.

As at March 2019, the percentage of children subject to a Child Protection Plan for 2 years or more was 0.9% compared with 2.3% for statistical neighbours and 1.8% nationally (for 17/18 figures). As of March 2019 214 children were looked after (CLA) which is a small increase on March 2018. Remaining below the national average, 73.9% of CLA are placed within 20 miles of Slough. Educational outcomes for Slough CLA are better than national average for CLA and better than non CLA children in Slough at KS2.

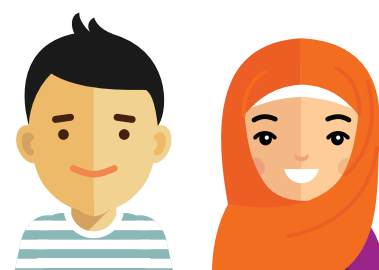
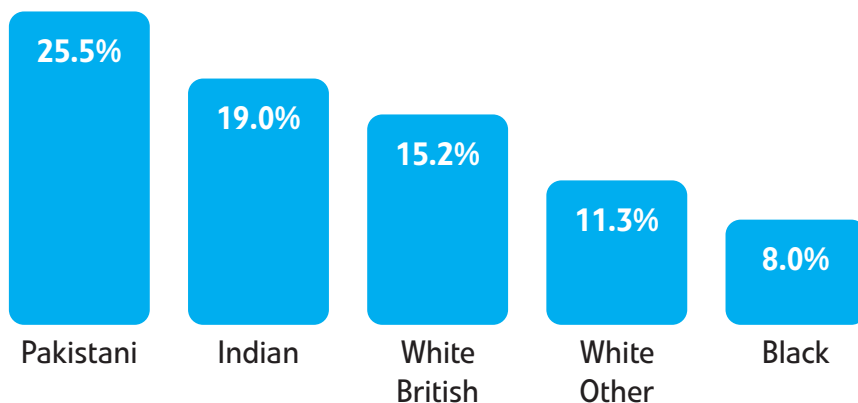




(Source: Mid-2017 estimates)

45,301

children and young people
aged 0-19 in Slough (0-5 = 15,708,
6-11 = 15,025, 12-16 = 9,644, 17-19 = 4,924)



(Source: School Census
January 2018)



46.8%

of pupils speak English as
their first spoken language
compared with 80.6% in England and 86.4% in
the South East.

(Source: School Census January 2018)

Slough Schools comprising:
5 Nursery, 29 Primary,
14 Secondary, 1 all through,
2 special schools and
1 pupil referral unit

(Source: www.slough.gov.uk)



Proportion of children and young people with statements or EHC plans as at January 2018 educated in:	Jan 2018 census data		Jan 2018 Slough data
	England	South East	Slough
Non-maintained early years settings in the private and voluntary sector	0.5%	0.5%	0.1%
Mainstream school	40.1%	37.6%	53.6%
Special school	39.7%	39.7%	27.1%
Alternative Provision (AP)/Pupil Referral Unit (PRU)	0.7%	0.4%	4.5%
Further Education	14.5%	15.6%	10.7%
(% educated elsewhere i.e. out of area)	4.5%	6.2%	4.0%

(Source: www.gov.uk and SBC data)

22.1%

of pupils in Slough are eligible for the Pupil Premium in 2018/19 compared with 27.6% in England and 21.3% in the South East.

(Source: www.gov.uk)



214

Children looked after at the end of March 2019, 50 were aged 0-4, 31 were aged 5-9 and 133 aged 10-17

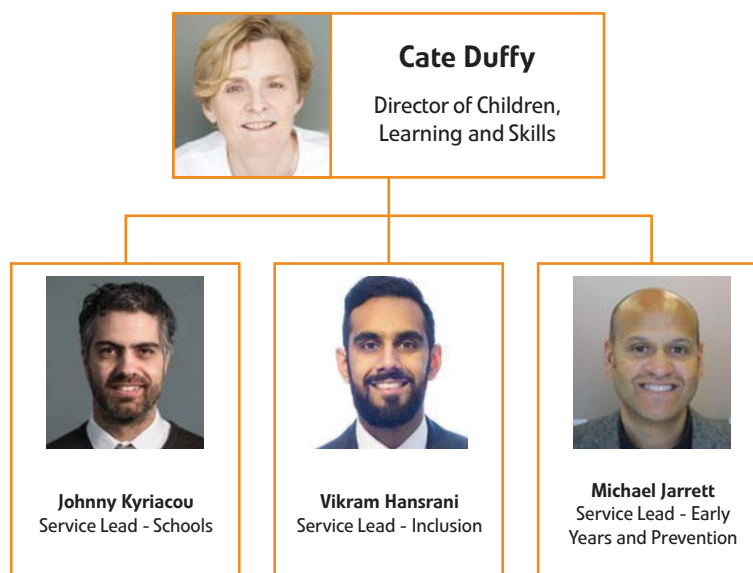
(Source: Slough Childrens Services Trust)

Social Care - Key Profile	Rate per 10,000 children aged under 18 in 2018			
Region	Referrals to Social Care	Children in need	Children who are the subject of a Child Protection Plan	Children looked after
Slough	377.2	289.9	38.2	49.0
South East	548.4	317.5	46.2	51.0
Statistical Neighbours	597.6	361.8	54.7	61.6
England	552.5	341.0	45.3	64.0

(Source: Slough Childrens Services Trust)

3. Introduction to the Children, Learning and Skills Directorate

Who we are...



What we do...

The Children, Learning and Skills Directorate was newly formed in 2017 following the termination of the council's contract with Cambridge Education. The directorate has responsibility for all the council's education functions such as school effectiveness, early years education, SEND and admissions.

Following a number of poor inspection outcomes, the DfE formally intervened, to place the delivery of children's services into a new Trust. Slough Children's Services Trust has a contract with Slough Borough Council to deliver statutory children's social care functions. The CLS directorate oversees the contract with Slough Children's Services Trust to deliver children's social care functions. Cate Duffy, the Director of Children, Learning and Skills, is the council's statutory Director of Children's Services with ultimate responsibility for the functions delivered by the Trust and Cllr Shabnum Sadiq is the statutory Lead Member for Children's Services.

Over the past year we have...

- Worked with Slough Children's Services Trust to secure an Ofsted rating of Requires Improvement to be good for children's services in January 2019. This is the first time in 8 years and 3 previous inspections that Ofsted have found that vulnerable children are safe and children's services are not inadequate
- Secured revenue funding of £1.4 million growth for SCST children's services
- Restructured the directorate management team to deliver £170k savings and create a more coherent structure
- Put in place an Early Help Hub which is ensuring speedy and effective support for families to prevent statutory intervention
- Worked with schools to put in place a partnership school improvement offer funded jointly by schools and the local authority.

Next year we will...

- Work with SCST to agree the future delivery model for children's services
- Further strengthen the Early Help offer across Slough
- Review all early help services to create financial stability and ensure alignment to wider strategic changes in council
- Further improve SEND services
- Create pathways to employment for post-16 young people with SEND
- Implement an expanded and fully hosted Capita One service (data base)
- Further strengthen support for school governance.

Our longer term priorities are to...

- Ensure financial sustainability of children's services in Slough
- Ensure there is strong and appropriate provision in Slough for pupils with SEND
- Facilitate a self improving school system
- Ensure that the quality of children's social care remains high.



Schools' Service

Service lead: Johnny Kyriacou

Contact:



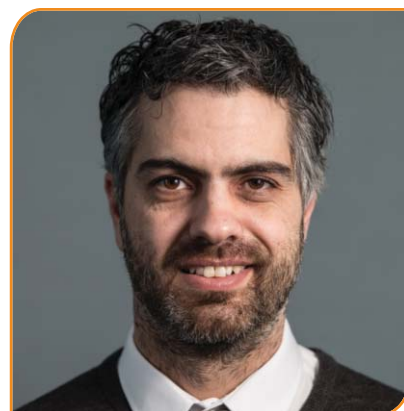
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What we do...

The schools team comprises the School Effectiveness Service; Education Service and the Music Service.

School Effectiveness

Autumn term school improvement visits offered to all schools; ongoing school improvement support for schools that request it; sharing of good practice in schools; liaison with Ofsted and the Regional Schools Commissioner; facilitation of Local School Improvement Fund (LSIF); Data sharing; responding to education safeguarding complaints to Ofsted and DfE; facilitation of designated safeguarding lead (DSL) networks; Facilitation of SENDCO networks; statutory assessment moderation; school governor support.

Education Services

Coordinate and manage all admissions; coordinate and manage school transport; contribute to school place planning; manage an integrated pupil database which links with school systems and supports the work of all CLS staff; support the work of SACRE; support the work of the schools forum; support the wider CLS directorate through admin support.

Music Service

Coordinate and manage the music service for schools across Slough; organise extra-curricular musical events and activities for children throughout the year.

Over the past year we have...

- Further embedded the Slough School Improvement Board and its strategic oversight
- Continued to monitor and support the Local School Improvement Fund of which approximately £162,000 has been accessed by Slough schools
- Successfully implemented the new School Effectiveness Strategy (2018/19)
- Continued to strengthen and rebuild positive relations and collaboration with schools in the local authority
- Completed the home to school transport tendering process
- Reviewed and renewed transport contracts with local schools
- Completed the Capita project work plan.

Next year we will...

- Support schools through the LA partnership offer
- Facilitate strategies to strengthen the school led system
- Continue to work with schools to facilitate school to school support through the Local School Improvement Fund
- Support effective school place planning
- Extend the music service to provide activities for young people during school holidays
- Continue to embed the online safeguarding audits.

Our long term priorities are to...

- Support all schools to become good or better
- Continue to embed and facilitate the school led system
- Support all schools to close the gap between disadvantaged and vulnerable pupils and their peers
- Continue to refine and improve the admissions service for all stakeholders
- Increase access to music services for all young people and in particular the disadvantaged.



Case study Effective Work

The Slough School Improvement Board (SSIB) has been embedded this year in order to have a more effective overview of school standards in Slough. The board consists of LA officers and representatives from primary heads, secondary heads and the Slough Teaching School Alliance (STSA).

The refreshed LA School Effectiveness Strategy was implemented in September 2018 with a new emphasis on schools self evaluating risks. The process also asks schools to identify their areas of effective practice and evaluate their capacity to offer school to school support. This has meant that SSIB was able to have a more effective overview of the school system and facilitate support where needed.

The process has enabled the SSIB to set local priorities through this process. In addition, a deep data dive on school outcomes has meant the board is able to facilitate further discussion around those priorities amongst school leaders. The board has produced a directory of schools offering training and also oversees the impact and effectiveness of the Local School Improvement Fund.

The creation of SSIB has allowed for greater transparency in school improvement across Slough and allowed for more effective collaboration and a joined up strategic approach both between schools and with the LA.

Inclusion Service

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What we do...

The Inclusion service comprises of Special Educational Needs and Disabilities (SEND), Attendance and the Integrated Supported Service teams.

SEND Team

The Special Educational Needs and Disabilities (SEND) team has a statutory duty to identify and assess the special educational needs (SEN) of children and young people for whom they are responsible.

The SEND team becomes responsible for a child/young person in Slough when we become aware that the child/young person has or may have SEN. The SEND service must then ensure that those children and young people receive a level of support, which will help them achieve the best possible educational and other outcomes.

As part of this service, the SEND team is responsible for securing provision for those children/young people with SEND from 0-25. This includes initiating the statutory assessment of Request for Education Health and Care Needs Assessment and the conversion of Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs).

Attendance team

The Attendance team provides a range of services for pupils, parents and schools. The overall aim is to ensure all Slough resident children access suitable education and remain in education. This includes ensuring that school attendance is monitored, home education is provided and responding to referrals about children who may be missing education (CMEs).

Integrated Support Service (ISS)

The Integrated Support Services are a team of Educational Psychologists, Autism Advisors and SEND Teacher Advisors. All team members work with schools to plan, implement and evaluate programmes of intervention designed to support children with SEND.

ISS works with schools, colleges and other agencies to provide advice, guidance and support to ensure the needs of children and young people with Special Educational Needs and Disability (SEND) are met within an educational context.

Over the past year we have...

- Completed the transfer of all Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs)
- Further developed our governance structures and devised work streams to continue to deliver the SEND reforms of 2014
- Developed a refreshed SEND strategy which focuses on a shared ambition for SEND
- Successfully awarded Berkshire Healthcare Foundation Trust (BHFT) the contract for Speech and Language Therapy (SaLT)
- Developed a new banding matrix model to provide clarity to both settings and parents/carers regarding 'top-up' funding for children and young people with EHCPs
- Worked with our Resource Base settings to provide clarity over the needs that they are meeting within each establishment
- Reviewed Home Education contract with Littledown and implemented from Sep 2018, monitoring visits carried out and appropriate action taken where it appears a suitable education not taking place



- Improved joint working with the Trust (SCST) and partners. Implemented regular CME and EHE Panels. Attended and contributed at Early Help Panels, CIN/CP and Strategy meetings where appropriate
- Further developed a traded offer to support schools with educational psychology services.

Next year we will...

- Continue to work with children, young people, families, social care, health and providers in establishing appropriate provision that can meet the needs of children and young people
- Improve the support offered to Early Years settings, schools and post 16 providers with training and development opportunities to ensure that providers are able to meet the needs of children and young people
- Further develop the Local Offer website
- Realign our service to establish clearer pathways between the Integrated Support Team and SEND team to ensure that we are responsive to the growth of SEND within Slough
- Focus on early intervention to provide the appropriate support at the earliest opportunity to meet the needs of SEND
- Improve special school attendance rates
- Promote good practice to improve under 5s attendance - under five's attendance improved in 2016/17 in comparison to other LAs so this was not a priority for 2018
- Continue to provide traded services and statutory support for schools seeking educational psychology input.

Our long term priorities are...

Our vision is to invest in and develop good quality local provision which is responsive and meets the needs of children and young people with SEND within Slough. This will be done by:

- Ensuring that we are able to identify children and young people with SEND as early as possible in their lives and plan for their future
- Investing in the local offer to support children and young people with SEND regardless of if they have an Education Health and Care Plan (EHCP)
- Ensuring that pupils with SEND make educational progress, working to close the attainment gap between them and their peers

- Supporting young people with SEND in any 'moving on'/transition points to ensure this is seamless so they can achieve as much independence as possible as they move into adulthood
- Building capacity and being responsive to the growing and increasing complexity of SEND needs.

To be in line with the National average across all absence indicators for all schools.

To ensure the service continues to meet business requirements and Slough meets its statutory duties across EHE, CME and Attendance.



Case study

Establishing robust governance around SEND

Over the past year, the SEND Strategic Partnership Board has taken overall responsibility for leadership and governance for SEND across the local area. We have established a number of work streams to coordinate delivery of our key priorities

The SEND Partnership Board is a multi-agency SEND strategy and implementation board that defines partners' strategic ambition and key indicators and measures to monitor quality and effectiveness.

The SEND Operational Group Coordinates and maintains a robust multi-agency self-evaluation of the quality of support for SEND and its impact on outcomes and reports up to the SEND Partnership Board. 4 key work streams maintain an oversight of and drive improvement in work to deliver on our priorities and report up to the SEND Operational Group

Quality and performance includes work on our priorities to:

- *Establish a comprehensive and integrated data set/dashboard for the local area*
- *Ensure alignment between Early Help and SEND to identify children and young people with SEND as early as possible in their lives and support children.*

Participation and Engagement includes work on our priorities to:

- *Strengthen arrangements for collaboration, co-production with children and young people.*

Capacity and Workforce Development includes work on our priorities to:

- *Promote and facilitate collaboration and networking between practitioners, agencies and education settings*
- *Improve progress and achievement of children and young people with SEND by the end of Key Stage 2 and Key Stage 4 - particularly those with an EHCP.*

Preparation for Adulthood includes work on our priorities to:

- *Support young people with SEND in any "moving on"/transition points to help them prepare for an independent, happy, healthy and successful adulthood as possible.*

Early Years and Prevention Service

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What we do...

Children's Centres

Children's centres work directly with children and families. The core purpose includes:

- Childcare (including full day care) integrated with free early education for two, three and four year olds
- Support and advice to families on a range of topics including child development, funded early education, parenting, family support, health, keeping safe, information on early years SEND, housing, debt management, benefits advice and adult and community learning.

In house services for example play and learn sessions (modelling interactions)

Central Early Years functions

Supporting practitioners who work with children from birth to 5+. Key functions include:

- Management of funded early education entitlements
- Standards and effectiveness across early years settings
- SEND early years provision
- EYFS (early years foundation stage) assessment monitoring
- Conducting an annual Childcare Sufficiency assessment to inform place planning and market management.

The Family Information Service (FIS)

The family information service provides information about services available to families and partner agencies in Slough, and can help residents with a range of enquiries from finding suitable childcare and activities, to signposting to school admissions services, children's centres or benefits advice

The Early Help Hub

The Early Help Hub provides support and intervention for children, young people and their families who require support at Threshold 2 by co-ordinating a range of support within the community and through direct provision of intervention. Support is provided by;

- Undertaking an Early Help assessment to explore the full needs of the child, young person and family by utilising a Team around the Family (TAF) process to ensure all agencies involved provide a joined up and focused support package to improve outcomes
- Working with a wide range of partners to ensure our early help offer is suitable for the wide ranging needs of our children, young people and families in Slough.

SENDIASS

This service works with the SEND Code of Practice (2015) and offers a wide range of free, confidential and impartial support to parents including:

- Support through the statutory processes in relation to Education, Health and Care Plans
- Help and support for families to enable them to access services and understand associated processes.

Over the past year we have...

- Improved the good level of development at the end of the Early Years Foundation Stage
- Reduced the number of children at risk of delay in their communication and language
- Participated in the Active Movement programme across all children's centres
- Secured Gold accreditation for oral health and supervised tooth brushing across all Slough children's centres
- Successfully launched the new 'local offer' with improved access to information through the updated FIS website
- Successfully developed and launched a coordinated Early Help Offer across Slough
- Developed and launched an Early Years Strategy and an Early Years Workforce Strategy.

**Next year we will...**

- Increase the good level of development for all children in Slough
- Increase the number of early years and childcare places in Slough, to meet growing demand as indicated in the Childcare Sufficiency Assessment
- Implement the new workforce strategy to broaden the childcare workforce
- Increase the number of 2 year olds in receipt of a funded early education place
- Further strengthen the early help offer across Slough.

Our long term priorities are to...

- Review and redesign the Early Years Service towards a more sustainable and integrated model including the network of children's centres
- Contribute to reductions in the levels of obesity and improve Oral Health at the end of foundation stage
- Reduce the percentage Inequality gap (previously known as attainment gap) and gender gap at the end of the Early Years Foundation Stage
- Develop early education and childcare places in order to meet demand through the provision of a sustainable market
- Further embed the performance measures across the early help offer
- Upskill the early help community and develop clear early help pathways across multi-agency partners.

Case study **HELLO2YOU**

St. Andrew's Way Children's Centre is involved in an exciting joint language project with the schools on the Cippenham site. The early language and literacy project is based on work by the National Literacy Trust and Reading University's, Hello2you project, which was led by Professor Helen Bilton.

The aims of the project are:

- Improved early literacy and language outcomes for children aged 3 to 5 years in the Cippenham area*
- Children better prepared for learning in school and going on to become more secure readers*
- Greater collaboration and more effective transition between children's centre, nursery and school*
- Parents and carers having increased engagement with children's language and learning.*

This will be achieved by all partners in the project developing three strands: Enabling Environments, Partnership with Parents and Skilled Practitioners

As expected with Helen Bilton involved there is a focus on outdoors in the 'enabling environments' strand, for as she says, "When outside, children behave differently and are more competent socially and emotionally. They have more of a can-do approach, so children are successful, academically, emotionally and physically."

Following a successful bid for funding from the Local Schools improvement Fund in the summer of 2018, the project was launched on the 9th November 2018. The initial project will run from November 2018 to November 2019. However as it is likely that the focussed children will progress through the settings until they move onto senior school we intend to track their progress right through to the end of year six.

4. The budget

CLS and DSG Budget High Level 2019/20

Service area	General Fund Budget £'000	Central Schools Services Block £'000	Schools' Block £'000	Early Years Block £'000	High Needs Block £'000	Commentary
Directorate Services	1.803	0.358	35.702	0.000	0.000	General Fund budgets comprise of CLS Senior Staffing and PFI scheme. The service has also secured £0.07m Transformation Funds for 2019.20. £0.7m of growth has been awarded to fund the inflationary pressures relating to the PFI scheme. DSG budgets comprise of maintained schools budget shares, and budgets for statutory services and the Virtual School.
Early Years and Prevention	2.049	0.000	0.000	14.592	0.251	General Fund budgets are for the running of Slough's 10 maintained Children Centres, Family Services and Early Years and Development. The Early Years DSG budget is the indicative allocation given by the EFSA to the LA to provide childcare to under 5s in Maintained Nursery schools, primary schools and the PVI sector. 95% of funding is required to be passed through to these settings, with 5% held back by the LA to fund central activities relevant to the Early Years function. The EY function has funding for the support, advice and training for children with learning difficulties and disabilities through the Children's Centre provision.
Inclusion	0.563	0.323	0.000	0.000	16.155	General Fund budgets for Attendance Service, Educational Psychologists, (Traded Service) and SEND staffing. The Service has responsibility for the SEND provision funded by the High Needs Block which includes centrally retained functions. In common with many other local authorities Slough has seen increasing demand and rising costs for SEND. This has led to a cumulative overspend of £8m in the High Needs Block.
Schools	3.363	0.228	0.000	0.000	0.232	General Fund budgets include Home to School Transport, School Improvement services and Business Support functions. Home to School Transport costs have been rising over the past few years due to increased SEND demand, rising costs and longer and more frequent journeys. The service has secured £0.5m of growth to help stabilise the service, however it is envisaged that on overspend of £0.7m will remain by the end of 2019.20. Officers are looking at options to try and mitigate these pressures.
SCST	25.517	0.000	0.000	0.000	0.000	The General Fund budget comprises of the core contract between SBC and SCST plus support grants. Growth of £1.4m has been awarded to meet increased demand and this is added to the core contract.
TOTAL (Cash Limit)	33.295	0.909	35.702	14.592	16.638	
CLS - Directorate (PFI Capital)	-3.658					
Net Budget	29.637					

5. Keeping track of progress

It is important that we are able to provide evidence of progress towards achieving better outcomes to improve children's lives.

In 2018-19 we identified a high level set of key performance indicators, broken down by service area within Children, Learning and Skills. The tables below show our performance against these measures and our progress towards meeting the Directorate priorities.

School Effectiveness

Directorate Priority	Performance measure	Outcome 2018-19
Revise school improvement strategy and risk register	<ul style="list-style-type: none"> Strategy implemented for 2018/19 by Sep 2018 	<ul style="list-style-type: none"> Achieved
Develop self sustaining system	<ul style="list-style-type: none"> Production of Local Schools Improvement Fund (LSIF) evaluation report by Dec 2018 Analysis of LSIF performance data to inform improvement priorities 	<ul style="list-style-type: none"> Evaluation has been ongoing throughout the year with regular updates in the form of newsletters and discussion at SSIB Leaders seminar planned for July 2019 to analyse and evaluate
School/group performance profile	<ul style="list-style-type: none"> Production of schools profiles by October 2018 Analysis of performance data to inform improvement priorities 	<ul style="list-style-type: none"> In depth data has been shared with schools in order to develop local priorities and partnership work This is an ongoing priority to refine and develop what we did this year

SEND

Directorate Priority	Performance measure	Outcome 2018-19
Completion of all conversions of Statements of Special Educational Needs to Education, Health and Care Plans (EHCPs)	<ul style="list-style-type: none"> Outstanding conversions of no more than 100 by April 2018 All outstanding conversions completed by June 2018 	<ul style="list-style-type: none"> All outstanding conversions of Statements of Special Educational Needs to Education, Health and Care Plan (EHCP) have been completed
Develop a new banding model that supports individual top up for Slough CYP with SEND	<ul style="list-style-type: none"> New banding model agreed by December 2018-March 2019 New banding model in place for April 2019 	<ul style="list-style-type: none"> New banding model was devised and implemented from April 2019 following extensive consultation with external stakeholders Further monitoring of the new banding model will be provided during the first year of implementation
Review Resource Bases within Slough	<ul style="list-style-type: none"> Clear curriculum offer for all 17 Resource Bases in Slough Information presented to parents/carers New contracts arranged with providers which include monitoring of key performance indicators 	<ul style="list-style-type: none"> Service Level Agreements/ Contracts will be in place for all Resource Base settings in readiness for the new academic year (September 2019). Details will include key performance indicator measures, quality assurance measures and clear designations of needs per setting

Early Years Service

Directorate Priority	Performance measure	Outcome 2018-19
Children's Centre reach	<ul style="list-style-type: none"> Sustained and meaningful contact with at least 65% of all children and families from identified priority groups 	<ul style="list-style-type: none"> Achieved
EYFS outcomes	<ul style="list-style-type: none"> Number of children achieving Good Level of Development at end of EYFS to reach 72% or above 	<ul style="list-style-type: none"> Achieved
Participation in funded early learning	<ul style="list-style-type: none"> 65% of eligible 2 year olds participating in funded early learning 	<ul style="list-style-type: none"> 53% - this mirrors the performance of local authorities across the South East and Nationally. To increase the percentage participating in funded early education the Early Years Service has launched the Bright Futures campaign, and initiated targeted work with Partner agencies

Access and Inclusion

Directorate Priority	Performance measure	Outcome 2018-19
Pupils are offered places at one of their preferred schools	<ul style="list-style-type: none"> 96%-98% of pupils offered a place at one of their preferred schools for reception 93%-96% of pupils offered a place at one of their preferred schools for year 7 	<ul style="list-style-type: none"> Latest figures will be available 16 April 2019 % offered a place at a preferred school for September 2019 was 90% due to an increase in demand and changing patterns of parental preference.
Pupils attend school	<ul style="list-style-type: none"> Overall Local Authority attendance rates for primary, secondary and special schools above national averages 	<ul style="list-style-type: none"> For 2016/17 the overall absence rate for primary, secondary and special schools in Slough was 4.3% which was below the national figure of 4.7%

Commissioning, Partnerships and Performance

Directorate Priority	Performance measure	Outcome 2018-19
Support SCST to ensure a successful inspection outcome and then to maintain sustainability	<ul style="list-style-type: none"> SCST achieves at least 'Requires Improvement' rating by Ofsted in its service inspection framework 	<ul style="list-style-type: none"> Slough Children's Services achieved a "Requires Improvement" in the recent ILACS by Ofsted
Pilot a new model of Early Help to ensure visibility, coherence and quality of the Early Help offer across Slough	<ul style="list-style-type: none"> Implement pilot EH model (April to September 2018) prior to mainstreaming the model (KPIs for early help to be defined as part of the pilot phase) 	<ul style="list-style-type: none"> EH model launched on 25.06.2018 with a focus on schools and was mainstreamed to cover all partners on 01.12.2018. A revised Slough Multi Agency early Help Strategy was published in December 2018
Produce a CLS Commissioning Framework	<ul style="list-style-type: none"> Framework produced by July 2018 	<ul style="list-style-type: none"> CLS Procurement Framework agreed by the Directorate Management Team on 28.01.2019, with training provided by corporate procurement for key managers in CLS

6. Performance measures for 2019-20

For 2019-20 the following performance measures and targets have been agreed as follows:

Schools' Service

Directorate Priority	Performance measure 2019-20
Revise school improvement strategy and risk register	<ul style="list-style-type: none"> Refreshed Strategy implemented for 2019/20 LSIF Impact and evaluation. Schools report back positive outcomes from KPIs set in action plans
School/group performance profile	<ul style="list-style-type: none"> Development of performance profiles in partnership with school leaders Data used effectively to identify key local priorities
Safeguarding Audits	<ul style="list-style-type: none"> SBC to embed S175 online audit tool that allows quantitative and qualitative data to be captured and thoroughly embedded Use feedback from last years audit in order to improve this year's audit
Maintain and improve where possible performance against the main Admissions indicators	<ul style="list-style-type: none"> Maintain high proportions of children receiving preferred and first choice schools

Inclusion Service

Directorate Priority	Performance measure 2019-20
Further continuous improvement on issuing Education, Health and Care Plans (EHCPs) within 20 weeks	<ul style="list-style-type: none"> Month-on-month monitoring to ensure that at least 85% + of EHCPs are issued within 20 weeks
Further improve the number of confirmed settings at phase transfer for those children and young people with EHCPs	<ul style="list-style-type: none"> 90% of placements confirmed by 15 February (Early Years, Primary and Secondary) 70% of placements confirmed for post 16 young people moving onto a new setting by 31 March
To ensure the service continues to meet business requirements and Slough meets its statutory duties across EHE, CME and Attendance	<ul style="list-style-type: none"> Overall Local Authority attendance rates for primary, secondary and special schools are above national averages

Early Years and Prevention Service

Directorate Priority	Performance measure 2019-20
Children's Centre reach	<ul style="list-style-type: none">• Sustained and meaningful contact with at least 65% of all children and families from identified priority groups
EYFS outcomes	<ul style="list-style-type: none">• Number of children achieving Good Level of Development at end of EYFS to reach 74% or above
Participation in funded early learning	<ul style="list-style-type: none">• 65% of eligible 2 year olds participating in funded early education

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Children, Learning and Skills Directorate Plan 2019/20

If you would like assistance with the translation of the information in this document, please ask an English speaking person to request this by calling 01753 875093.

यदि आप इस दस्तावेज़ में दी गई जानकारी के अनुवाद कए जाने की सहायता चाहते हैं तो कृपया किसी अंग्रेजी भाषी व्यक्ति से यह अनुरोध करने के लए 01753 875093 पर बात करके कहें.

ਜੇ ਤੁਸੀਂ ਇਸ ਦਸਤਾਵੇਜ਼ ਵਿਚਲੀ ਜਾਣਕਾਰੀ ਦਾ ਅਨੁਵਾਦ ਕਰਨ ਲਈ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ, ਤਾਂ ਕਿਸੇ ਅੰਗਰੇਜ਼ੀ ਬੋਲਣ ਵਾਲੇ ਵਿਅਕਤੀ ਨੂੰ 01753 875093 ਉੱਤੇ ਕਾਲ ਕਰਕੇ ਇਸ ਬਾਰੇ ਬੇਨਤੀ ਕਰਨ ਲਈ ਕਹੋ।

Aby uzyskać pomoc odnośnie tłumaczenia instrukcji zawartych w niniejszym dokumencie, należy zwrócić się do osoby mówiącej po angielsku, aby zadzwoniła w tej sprawie pod numer 01753 875093.

Haddii aad doonayso caawinaad ah in lagu turjibaano warbixinta dukumeentigaan ku qoran, fadlan weydiiso in qof ku hadla Inriis uu ku Waco 01753 875093 si uu kugu codsado.

اگر آپ کو اس دستاویز میں دی گئی معلومات کے ترجمے کے سلسلے میں مدد چاہئے تو، براہ کرم ایک انگریزی بولنے والے شخص سے 01753 875093 پر کال کر کے اس کی درخواست کرنے کے لئے کہیں۔