

CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE

TUESDAY 11 DECEMBER 2012

7.00 PM

**COUNCIL CHAMBER
CIVIC OFFICES
CENTRAL MILTON KEYNES**

A G E N D A

www.milton-keynes.gov.uk/scrutiny

Councillor: Bradburn (Chair)
Councillors: Miles & Small (Vice-Chairs)
Councillors: Alexander, Bramall, McLean, Wales, Webb and Zealley (& 1 Cons Vacancy)

Co-optees: Dr S Chakrabarti (Parent Governor Representative [Special Schools]) and Mr S Pritchard (Parent Governor Representative [Secondary Schools])

For more information about the meeting please contact Elizabeth Richardson on Tel: (01908) 252629 or e-mail: elizabeth.richardson@milton-keynes.gov.uk

What is Overview and Scrutiny?

Each local authority is required by law to establish an overview and scrutiny function to support and scrutinise the Council's executive arrangements.

Each select committee has its own remit as set out in its terms of reference but they each meet to consider issues of local importance.

They have a number of key roles:

1. Providing a critical friend challenge to policy makers and decision makers
2. Enabling the voice and concerns of the public
3. Driving improvement in public services.

The select committees consider issues by receiving information from and questioning officers and external partners to develop an understanding of proposals or practices. They then develop recommendations to provide to officers, Members or external partners that they believe will improve performance, or as a response to public consultations.

As select committees have no executive powers they often present their conclusions in the form of recommendations that can be provided to the Council, elected Members or other external agencies. Members will often request a formal response and progress report on the implementation of recommendations that they have provided to various parties.

Attending Meetings of Select Committees

Meetings of the select committees are held in public and are open for everyone to attend. If you would like to attend then please just turn up but if you can then let us know you are attending in advance of the meeting and whether or not you would like to make a representation to Members on behalf of yourself or others.

If there are specific issues that the meeting must consider in private then they will be asked to consider this at the meeting.

After the meeting the recommendations and Minutes of the meeting, as well as agendas and reports for the majority of the Council's public meetings are available via the Council's website at:

(<http://cmis.milton-keynes.gov.uk/cmiswebpublic/>).

The Overview and Scrutiny process aims to promote the five themes and priorities set out in the Milton Keynes Council Corporate Plan

The Corporate Plan and framework sets out the vision for Milton Keynes. It captures what type of place Milton Keynes aspires to be for all those who live, work, learn and visit here. The plan sets out ambitious new objectives for Milton Keynes including achieving world class status for its design, new approaches and technologies and as a sporting city.

It has five key themes which help communicate all the work the Council does on behalf of the residents of the borough.

The five themes are:

Cleaner, greener, safer, healthier MK:

Improve health and well-being, reduce health inequalities and work with partners to reduce crime and disorder to improve quality of life in MK.

Visiting MK:

Aim to make Milton Keynes a highly regarded visitor destination with a safe and effective transport system which is easily accessible regionally, nationally and internationally.

Working in MK:

To improve the skills and opportunities of everyone in Milton Keynes and help jobseekers into work, while attracting and retaining businesses to provide new opportunities and to bring people, jobs and industries to MK to improve the strength and resilience of the local economy.

Living in MK:

Ensuring people are satisfied with Milton Keynes as a place to live, and to support them effectively through the provision of high quality and efficient public services.

World Class MK:

Our ambition is to increase the international and national standing of Milton Keynes in several areas including our economic success, thriving communities and a high quality environment.

General Terms of Reference for Overview and Scrutiny Committees / Panels

- (a) To review or scrutinise any decision made, or other action taken, in connection with the discharge of any of the Executive Functions within the remit of the Committee/Panel.
- (b) To make reports or recommendations to the Council or to the Cabinet with respect to the discharge of any of the Executive Functions within the remit of the Committee/Panel.
- (c) To review or scrutinise any decision made, or other action taken, in connection with the discharge of any of the Non-executive Functions within the remit of the Committee/Panel.
- (d) To make reports or recommendations to the Council or any Committee of the Council with respect to the discharge of any of the Non-executive Functions within the remit of the Committee/Panel.
- (e) To make reports or recommendations to the Council, to the Cabinet or to a regulatory committee on matters within the remit of the Committee/Panel which affect the Council's area or the inhabitants of the Council's area.
- (f) To consider any representations made in connection with the work of the Committee/Panel by a Member of the Council on behalf of her/his constituents.
- (g) To appoint advisers from outside the Council to advise the Committees/Panels.

Children & Young People Select Committee Terms of Reference

1. To assist in creating positive outcomes for the children and young people of Milton Keynes so that they can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being, by supporting and challenging young people, their families, the Council and its partners in developing evidence-based policies and strategies.
2. To scrutinise the provision of services, the achievement of targets and the provision of resources to this end.
3. In particular, to carry out the Council's scrutiny functions in respect of the Children and Families Partnership, the Safeguarding Children Board and the Corporate Parenting Panel.

Dates of Future Meetings & Provisional Work Programme

19 March 2013

- 2012/13 Report of the Lead Member on Children & Young People (Statutory Item)
- Troubled Families
- 16+ Agenda

Health and Safety

Any persons attending meetings in the Council Offices are requested to take a few moments to familiarise themselves with the nearest available fire exit, indicated by the fire evacuation signs. In the event of a continuous alarm sounding during the meeting you must evacuate the building immediately and follow all instructions provided by the fire evacuation officer who will identify him/herself should the alarm sound. You will be assisted to the nearest designated assembly point until it is safe to return to the building.

Any persons unable to use the stairs will be assisted to the nearest safe refuge. The yellow call point alarm will be sounded to alert the fire service as to your presence.

Mobile Phones

Please ensure that your mobile phone is switched to silent or is switched off completely during the meeting.

Comments, Complaints and Compliments

Milton Keynes Council welcomes comments, complaints and compliments from members of the public in order to make its services as efficient and effective as possible. We would appreciate any suggestions regarding the usefulness of the paperwork for this meeting, or the conduct of the meeting you have attended.

A form is available online at <http://www.milton-keynes.gov.uk/complaints/> or is obtainable at the meeting.

Please detach the slip below and return it to one of the officers attending the meeting.

Meeting Attended: Children and Young People Select Committee

Date of Meeting: 11 December 2012

Comments:.....
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AGENDA

1. Welcome and Introductions

2. Apologies

3. Minutes

To approve, and the Chair to sign as a correct record, the Minutes of the meeting of the Children and Young People Select Committee held on 3 October 2012 (Item 3) **(pages 8 to 12)**.

4. Disclosures of Interest

Members to declare any disclosable pecuniary interests, or personal interests (including other pecuniary interests), they may have in the business to be transacted, and officers to disclose any interests they may have in any contract to be considered.

5. Health and Wellbeing Board Terms of Reference

To review the draft Terms of Reference for the Health and Wellbeing Board (Item 5) **(pages 13 to 16)**

The Council has a statutory duty to have a properly constituted Health and Wellbeing Board in place by 1 April 2013 and to consult appropriate bodies, including relevant Council Select Committees as to its Terms of Reference.

The Health & Adult Social Care Select Committee was consulted on the draft Terms of Reference at its meeting on 30 October 2012.

The draft Terms of Reference for the Health and Wellbeing Board will be submitted to Council for approval on 9 January 2013.

6. Two Year Old Offer

To receive a report on the statutory Two Year Old Offer, how it will be introduced, an assessment of current capacity, future challenges and what mechanisms are being considered in order to meet those challenges (Item 6) **(pages 17 to 19)**

The Committee is asked to review the current measures in place to ensure that the new statutory duty can be met and sufficient, high quality places will be available for all eligible children.

The Committee will have the opportunity to hear from a representative from a local service provider and discuss with them the differences that providing more disadvantaged two year olds with free access to 15 hours/week of quality childcare can make.

7. Supervised Contact Service

To receive a report from the Assistant Director (Children's Social Care) on the progress following the decision to transfer the supervised contact service from the former provider to the Council. The transfer was undertaken in order to secure continuity and quality of service as well as effective financial management in the short to medium term (Item 7) **(pages 20 to 24)**

The Committee is asked to review progress so far to ensure that a quality service is being provided within the financial framework outlined above.

8. Performance and Achievement Report

To receive the Performance and Achievement Report 2012; this provides a summary of outcomes achievement by children and young people of Milton Keynes in the academic year 2011/12.

The Committee is asked to note the report and make any comments or recommendations as appropriate (Item 8) **(Pages 25 to 49)**.

9. Children and Young People Select Committee Terms of Reference

To note that, at its meeting on 10 October 2012, the Overview and Scrutiny Management Committee approved the following Terms of Reference in respect of the Children and Young People Select Committee:

1. To assist in creating positive outcomes for the children and young people of Milton Keynes so that they can be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being, by supporting and challenging young people, their families, the Council and its partners in developing evidence-based policies and strategies.
2. To scrutinise the provision of services, the achievement of targets and the provision of resources to this end.
3. In particular, to carry out the Council's scrutiny functions in respect of the Children and Families Partnership, the Safeguarding Children Board and the Corporate Parenting Panel.

Minutes of the meeting of the CHILDREN AND YOUNG PEOPLE SELECT COMMITTEE held on WEDNESDAY 3 OCTOBER at 7.00 pm

Present: Councillor Bradburn (Chair)
 Councillors Alexander, Bramall, McLean, O'Neil (substituting for Miles), Small, Wales, Webb and Zealley

Officers: G Tolley (Corporate Director Children's Services) M Bracey (Assistant Director [Education, Effectiveness and Participation]), N Rayner (Assistant Director [Children's Social Care]), E Richardson (Overview and Scrutiny Officer)

Also Present: Councillor Dransfield, Mr A Cox (Headteacher, Wavendon Gate School), Mr A Ashmore (Chair of Governors, Heronsgate School and Policy Advisor to the National Education Trust), E Coleridge Smith (Chair, Milton Keynes Safeguarding Children Board) and 2 members of the public

Apologies: Dr Chakrabarti and Mr S Pritchard

CYP10 MINUTES

RESOLVED -

That the Minutes of the Select Committee meeting held on 4 July 2012 be approved and signed by the Chair as a correct record.

CYP11 PUPIL PREMIUM – EMERGING PRACTICE

The Select Committee received a brief overview of the Pupil Premium from the Assistant Director (Education, Effectiveness and Participation).

Following witness statements from Mr A Cox, Headteacher of Wavendon Gate School and Mr A Ashmore (Chair of Governors of Heronsgate School) the Committee noted that:

- That there were no set guidelines for dealing with the Pupil Premium; it was up to individual schools as to how they dealt with the allocation of funds under the scheme;
- Wavendon Gate School had decided to use the money to try and help those families who generated the pupil premium to fit into school life better and mitigating the causes of social exclusion by assisting with costs for after school / holiday clubs, music lessons, uniform requirements etc;
- Half the money was being spent on academic support and half on social initiatives;
- The provision of lunch boxes for children receiving free school meals, which were then filled by the school meals contractor,

removed the social stigma of free school meals for those children as their lunch now looked the same as everyone else's;

- Not every family entitled to free school meals had taken them up and therefore missed the opportunity to access extra funding which could help their children at school. The school was trying to work with these parents to encourage them to take up the benefits offered by the Pupil Premium scheme;
- The Pupil Premium could be seen as a real, additional funding 'carrot' to initiate a conversation with hard to reach families about a child's progress and getting them to engage with the whole educational experience;
- School Governing bodies were holding Headteachers responsible for the results of how the school used the Pupil Premium; if the outcome was not satisfactory they would need to look at the process;
- Although currently not included, use of the Pupil Premium may well become part of the Ofsted inspection process in the future;
- Information on the use of the Pupil Premium was being shared between schools at meetings of the Headteachers Group which met twice a term and the Governors Group meetings which were held once a term;
- All the schools in Milton Keynes were self-governing but as the Local Education Authority (LEA) the Council was open to suggestions as to how the use of the Pupil Premium could be effectively monitored. However, data that could be usefully used for benchmarking purposes would not be available until the end of the 2013-14 school year;
- Academy schools also received the Pupil Premium but are not subject to overview by the LEA;
- Heronsgate School was working with Walton High School to feed into the year 7 transfer so that improving pupils could successfully maintain their progress at secondary school;
- Apart from the Pupil Premium, secondary schools also received extra funding for pupils who did not meet required levels of attainment when they transferred;
- Schools needed to be accountable on a continuous basis and results for pupils assisted by the Premium needed to be monitored to ensure satisfactory progress up to the point of leaving school;
- To do this successfully it was important to know children and families as individuals and understand their background. The scheme would not work if it was operated as a 'done to' model. It needed to be a collaborative process between schools and families.
- The scheme was too new to assess whether the children themselves felt that implementation of the Premium was having a positive effect

on their lives although the lunch box initiative at Wavendon Gate School had been seen as very positive;

- Where a familial situation improved and a child was no longer in receipt of free school meals and therefore the Pupil Premium ceased, schools would continue to work with that child whilst he or she still needed support. If the child was benefitting from the scheme the School should endeavour to continue to provide the necessary support;
- Where applicable, schools were also in receipt the Service Families Premium which was being handled in the same way as the Pupil Premium;
- Schools were also using the Pupil Premium to support after school and holiday activities for eligible pupils. It was important that they did not lose touch with disadvantaged pupils during the school holidays, particularly the summer holiday and they had a duty to intervene if the child's situation deteriorated in such a way that it became a safe-guarding matter.

RESOLVED –

1. That the Headteacher of Wavendon Gate School and the Chair of Governors of Hersonsgate School be thanked for contributing to the Committee's understanding of the Pupil Premium;
2. That Council officers be encouraged to liaise with schools and encourage them to discuss and share best practice on the use of the Pupil Premium on an annual basis;
3. That an annual report on the use of the Pupil Premium in schools should be produced for consideration by the Committee;
4. That schools should be encouraged to publish annually full details of how the Pupil Premium is being spent and the outcomes of the initiatives.

CYP12 Milton Keynes Safeguarding Children Board Annual Report 2011-12

Elaine Coleridge Smith, Independent Chair of the Safeguarding Children Board presented the Board's Annual Report for 2011-12 which highlighted the achievements of the past year and looked forward to the challenges for the future.

The Committee noted that:

- Although there had been no Serious Case Review since 2008, the Serious Case Review Sub-Group still met every 6-8 weeks;
- The Board was working on improving inter-agency co-operation, particularly in the area of communication and information sharing. Where possible they were providing inter-agency training so that people could get to know each other on a personal basis, set up networks and break down silos;

- The Board was looking to progress its ability to undertake multi-agency audits. However, those audits it had carried out recently used a proper audit process;
- Child protection plans were reviewed initially after 3 months and then every 6 months until the plan ends. The Board stayed in regular contact with the appropriate professional teams which would be subject to scrutiny until all elements are delivered. The Board had in place very robust family support procedures which were proving effective. No child protection plan should last more than 2 years;
- The Safeguarding board received referrals from various agencies and each case, including those resulting from neighbour disputes, were dealt with on an individual basis;
- The Board's role was to have a strategic overview of safeguarding issues in Milton Keynes and to ensure that all necessary procedures were being adhered to.

RESOLVED –

1. That the Chair of the Milton Keynes Safeguarding Children Board be thanked for her presentation of the 2011/12 Annual Report.
2. That the Committee was pleased to note that the Milton Keynes Safeguarding Board was continuing to make progress in its work and was to be commended for fully addressing the recommendations made by the Select Committee following receipt of the 2009-10 report.

CYP13 MILTON KEYNES COUNCIL SAFEGUARDING AND LOOKED AFTER CHILDREN SERVICES – OFSTED REPORT 2012

The Committee received a presentation from the Assistant Director (Children's Social Care) which outlined the Performance Improvement Plan following the inspection by Ofsted and the Care Quality Commission of Safeguarding and Looked After Children Services in Milton Keynes which had taken place during July 2012.

The Committee noted that:

- The inspection had included a range of partners involved in providing safeguarding services, not just the Council, and that the overall rating was based on how all services contributed to safeguarding children;
- No one part of the partnership in Milton Keynes was outstanding, but nor was any part inadequate; the rating for Milton Keynes was good/adequate across the board;
- Where organisations needed to improve, they would be revisited by the inspectors during the next year;
- After April 2013 Safeguarding and Looked After Children would be the only part of the Council that retained a requirement to be inspected. However, the inspection regime for this service would become more stringent;

- Children's Services, in conjunction with the Safeguarding Children Board, had developed an Improvement Action Plan which would run from August 2012 to February 2012;
- Children's centres would all receive appropriate guidance on safeguarding issues and how to deal with them;
- The Local Authority Designated Officer (LADO) would be raising his profile in the community in order to make people aware of his existence and what he does;
- The interim inspection will be a pass or fail rating;
- Although work had already started across all areas highlighted for improvement, the Improvement Plan was still a draft document. The Assistant Director (Children's Social Care) would circulate the final version to Members for information once it had been approved.

RESOLVED –

1. That the Performance Improvement Plan put in place by the Children and Families Integrated Support and Social Care Service Group be commended.
2. That the Lead Member for Children and Learning be asked to ensure that the necessary resources are made available to the Assistant Director (Children's Social Care) and her team to support the successful implementation of the plan.

THE CHAIR CLOSED THE MEETING AT 9.50 PM

Milton Keynes Health and Wellbeing Board

Terms of Reference

1. Introduction

Health and Wellbeing Boards are a key component of the Health and Social Care Act 2012 and are statutory bodies. Constituted as a committee of Milton Keynes Council, the Health and Wellbeing Board is a Partnership Board. Acting as a key forum for leaders in health and social care they are designed to ensure an integrated and co-ordinated approach across NHS, social care and public health services in Milton Keynes. The Milton Keynes Health and Wellbeing Board (The Board) will:

- Ensure strong democratic legitimacy and involvement
- Enhance working relationships between health and social care
- Develop more integrated commissioning of services
- Strong service delivery that addresses the need to provide additional resources across the deprivation gradient with the aim of reducing health inequalities.

The Board has a role in bringing together Milton Keynes Council and Milton Keynes Clinical Commissioning Group to develop a shared understanding of health and wellbeing needs. It will involve local people, service providers and communities in forming strategic commissioning decisions. It will drive local commissioning to fulfill the ambition of improved local health and social care provision.

2. Key Functions

- To assess the strengths and needs of the local population through the Joint Strategic Needs Assessment and the Public Health Report recommending both to Milton Keynes Council's Cabinet and the Milton Keynes Clinical Commissioning Group.
- To ensure a Joint Health and Wellbeing Strategy is agreed as the strategic framework for the development of commissioning plans for health services, social care, public health and other services the Board considers appropriate.
- To ensure an integrated approach to commissioning is established, including the promotion of joint commissioning and pooled budget arrangements where appropriate.
- To promote integrated provision and the joint working of the NHS, public health, social care services and partners

- To provide assurance to the NHS Commissioning Board on how the Milton Keynes Clinical Commissioning Group has contributed to the delivery of the Joint Health and Wellbeing Strategy
- To provide similar assurance to the NHS Commissioning Board on how Milton Keynes Council has contributed to the delivery of the Joint Health and Wellbeing Strategy
- To oversee and formally comment on NHS commissioning plans to ensure they take account of the Joint Health and Wellbeing Strategy, referring back to the Clinical Commissioning Group or the NHS Commissioning Board where they do not.
- Advise the NHS Commissioning Board over the authorisation of the Milton Keynes Clinical Commissioning Group.

The Board will:

- Ensure that all Partners are kept informed of progress
- Ensure robust governance arrangements are in place
- Consider and comment on the health and wellbeing issues arising from key partnerships (e.g. Children and Families Partnership, Responsible Authorities Group, Strategic Housing Partnership etc) and ensures they are reflected in the Joint Health and Wellbeing Strategy and subsequent commissioning plans.
- Consider and comment on HealthWatch plans and Annual Report
- Ensure equality, diversity needs and safeguarding issues are addressed and fully incorporated in the development of the Joint Health and Wellbeing Strategy and subsequent commissioning plans.
- Ensure Issues relating to adults and children's safeguarding are reflected in commissioning plans
- Ensure robust performance and quality monitoring measures are in place with regard to the implementation and outcomes for *the Joint Health and Wellbeing Strategy*
- Ensure it is informed by innovation and sustainable best practice across health and social care which is then incorporated into commissioning plans.

4. Governance

4.1 Core Members

- Six councillors from Milton Keynes Council, (2 from each of the main parties) one of whom is Cabinet Member for Adult Social Care, Health and Wellbeing who will be the Chair, and one of whom is Cabinet Member for Children, Young People and Life Long Learning
- Two representatives from Milton Keynes Clinical Commissioning Group, one of whom will be the Vice Chair
- Statutory Director of Adult Social Services
- Statutory Director of Children's Services
- Director of Public Health
- A local Healthwatch representative
- A Civil Society Organisation representative
- A representative from the planned Integrated Care Organisation

In attendance

(For example) Assistant Director Joint Commissioning

By invitation

(For example):

Service Providers

Expert witnesses

NHS Commissioning Board

Other Public Sector Services (Probation, Police etc)

Voluntary and Community Sector representatives as appropriate

Youth Cabinet

4.2 Meetings

The Board will meet a minimum of 4 times a year and be administratively supported by the Milton Keynes Council. Meetings will be held in public except where confidential information is likely to be disclosed, and the meeting or part of the meeting is therefore held in private. Every effort will be made to facilitate public attendance.

4.3 Attendance

If a member is unable to attend a meeting then they are encouraged to submit their views to be tabled. Substitutions are acceptable at the Board meetings.

4.4 Conduct of Meetings

Meetings are conducted in accordance with procedural rules applicable to Milton Keynes Council Committees

4.5 Quorum

The quorum for the Board will comprise of 5 members

4.6 Voting

Core members will have the right to vote

Invitees will not have the right to vote

4.7 Measuring success

The Board will hold itself to account and demonstrates progress over time against their agreed priorities.

A national self assessment tool is still in the early design stages but when available, the Board will have an opportunity to “road-test” and refine it and decide on its suitability.

4.9 Work programme

Arrangements will be made for the establishment of groups to support the work of the Board comprising a range of stakeholders including providers. The groups will report periodically to The Board.

Agendas for the Board are planned

5. Communications and Engagement

The Board will communicate and engage with local people in how they can achieve the best possible quality of life and be supported to exercise choice and control over their personal health and wellbeing.

In support of this the Board will:

- Develop and implement a Communication and Engagement strategy for the work of the Board, including how the Board will be influenced by stakeholders and the public, including hard to reach groups and how the Board will discharge the specific duties with respect to consultation and engagement on service changes.
- Represent Milton Keynes in relation to health and wellbeing issues at local, sub regional, national and international level, influencing and negotiating on behalf of members of the Board and working closely with HealthWatch.
- Discuss issues of mutual interest and concern, including key cross cutting issues, gathering and sharing examples of good practice.

TWO YEAR OLD OFFER

Report Author: Marie Denny, School Organisation and Planning Manager, 01908 253935
Service Group: Education, Effectiveness and Participation

Executive Summary

In September 2013 Local Authorities will be subject to a new statutory duty to offer free education to 20% of the most deprived two year olds across the country. This will increase to 40% with effect from September 2014.

Milton Keynes has run a successful pilot for two year old education since 2009 and is currently funding the education of approximately 500 two year olds across the borough. The number of eligible two year olds is likely to be approximately 800 from September 2013 rising to 1500 with effect from September 2014. A project has commenced to ensure that the new statutory duty can be met and sufficient, high quality places will be available for all eligible children.

1 Key issues

- 1.1 Local Authorities have a statutory duty under the Childcare Act 2006 to secure sufficient free early education provision for children aged three and four. This is for 15 hours a week, 38 weeks a year and eligibility commences from the term after the child's third birthday. The current duty is delivered across Milton Keynes through a mixture of private, voluntary, independent and maintained provision. These include a number of different types of provision, including full day care nurseries, community or voluntary pre-schools, nurseries in maintained schools or childminders. All children qualify for a funded place, irrespective of family circumstance, although not all children take up the offer.
- 1.2 The duty has now been extended to disadvantaged two year olds. On 30 July 2012, Government published the 'Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three and Four Year Olds and Securing Sufficient Childcare' which sets out the policy intention to expand the current duty to include the most disadvantaged two year olds via amendment to the Childcare Act 2006. This means that the current pilot will no longer be in place and instead the council will be obliged to offer this provision as a legal requirement. The duty will be implemented in two phases:
 - **Phase one: September 2013 - 20% of two year olds in England:** eligibility based on Free School Meals entitlement (FSM) and/or Looked After Children.
 - **Phase two: September 2014 - 40% of two year olds in England:** eligibility criteria to be announced (Spring 2013) but likely to extend criteria to children of parents in lower wage brackets and children with special educational needs and disabilities.

- 1.3 The policy intention of targeting disadvantaged two year olds is to ensure focus on those groups for whom the positive impact is expected to be particularly great. National research shows that attainment gaps emerge in children's first years and persist throughout school; 59% of children not eligible for FSM achieve a good level of development at age five compared to 39% of children known to be eligible for FSM. Evidence suggests that high quality early education has significant benefits for children's cognitive and social development, particularly for disadvantaged children.
- 1.4 In addition to the primary policy objective of supporting child development, other additional benefits are also expected. These include supporting parental employment, job creation and cost savings for the target parents.
- 1.5 In anticipation of the new duty, Milton Keynes Council has been involved in a national two year old early education pilot. In 2009 100 qualifying two year olds were funded to access early education across 29 providers judged either 'Good' or 'Outstanding' by Ofsted. This has now developed to funding for around 500 eligible two year olds places across 70 different providers. Currently children are referred by professionals already working with the families, such as health visitors or within children's centres, who check the family's eligibility and make a referral. To date this process has worked well and as a result there are now limited two year old places available for those becoming eligible.
- 1.6 The Department for Education (DfE) has projected the number of two year old children eligible for under the new duty in Milton Keynes as 800 for phase one and 1500 for phase two. It is not clear what source data has driven these projections and actual eligibility numbers may be different, dependent upon the final criteria used in phase two. However if we use the projected population figures for this age group we can see that if the 20% and 40% figures apply to Milton Keynes then more children may become eligible than those provided within the estimates. This is likely to be because there has not been an understanding of the significant ongoing growth in our early years population. For the purposes of this paper the DFE estimates have been used.

Academic year	2 year old population	Projected eligible children (DFE)	% of 2 year old population
2013/2014	4507*	800	17.7%
2014/2015	4557*	1500	32.9%

*Provisional figures provided from MKi following 2011 census

- 1.7 The local childcare market is currently estimated to have capacity to provide around 500 'free' two year old early education places for children. It is therefore necessary for an additional 300 places to be secured by September 2013 and a further 700 places for September 2014. It is anticipated however that approximately 350 of the additional 700 required for September 2014 are likely to be already taken up by qualifying children whose parents currently pay for provision who would then become eligible for free provision from this date. This means that in reality 350 additional places will need to be found from September 2014.

2 Points to highlight

2.1 Further work is now underway to secure sufficient places to meet the new statutory duties for two year olds. Key deliverables have been identified as follows:

- Plan for assessment of eligibility and processing arrangements
- Identification of eligible families
- Full market assessment of supply and demand
- Financial plan (revenue) to support delivery
- Communication strategy (to include engagement with providers and families)
- Quality improvement activities (workforce development)
- Premises, land and capital funding

2.2 The DfE has also commissioned some limited consultancy support for authorities across the country to enable councils to meet the new duty. We have accepted support to:

- Develop provider training to improve quality
- Develop an effective communication strategy.

2.4 Milton Keynes Council has very recently (27 November 2012) been advised that the delivery of its duty will be supported by revenue funding of approximately £2.8M in 2013/2014. This is made up of approximately £2M for funding eligible places and £800,000 to fund the creation of sufficient high quality places in the market for September 2014. This will be provided through the Dedicated Schools Grant (DSG). A capital allocation of approximately £500,000 is also to be provided in 2013/14 to support the delivery of the additional places.

Background Papers / Useful Links

Name of document	Web link
Statutory Guidance for Local Authorities on the Delivery of Free Early Education for Three Year Olds and Securing Sufficient Childcare	www.education.gov.uk/aboutdfe/statutory

SUPERVISED CONTACT SERVICE

Report Author: Nicky Rayner, Assistant Director

Service Group: Children and Families – Integrated Support and Social Care

Background

Where children and young people are in the process of care proceedings undertaken by Milton Keynes Council, there is a duty upon the Council, under the Children Act 1989 section 34(11), to arrange contact between those children and their parents for the purpose of maintaining links between the child and family. For each child in care proceedings the frequency of contact, and with whom, is set by the courts, who will generally require reports about the impact of contact upon the children.

Critical factors for the provision of a quality contact service are:

1. Contact is supervised and delivered through a formal arrangement in a neutral setting.
2. Contact supervision and associated reports must be undertaken by suitably skilled and qualified staff.
3. Recognition that, particularly during care proceedings, contact can be very stressful for families and therefore must be administered smoothly and effectively to avoid generating additional stress for all concerned.

In Milton Keynes, until 21 March 2012, Supervised Contact for children in care proceedings was delivered by an externally commissioned provider, whose offices were based in Central Milton Keynes. The contract originally was for the provision of 80 hours of supervised contact a week. The contract value was £145k per annum.

In addition, the council's preferred provider of temporary (agency) staff provided spot purchased provision which was found to be variable, sometimes good but often only just satisfactory, or sometimes even poor. The instances of poor service increased when the agency staff provider became the sole commissioned provider to supply staff for spot purchased contact. Poor quality was evidenced through a failure of staff to arrive on time (or at all) and poor quality written reports.

Progress to date

Re-commissioning a new service

A Delegated Decision taken on 7 February 2011 agreed that a procurement exercise would commence to select a new provider through a competitive tender.

The first stage of the tendering process, the pre-qualifying questionnaire (PQQ), was completed in August 2011. The purpose of this was to create a shortlist of competent

providers to be invited to submit tenders. At this stage of the tender process there are three critical scoring elements: a financial stability test; health and safety policies and technical competence.

Overall, the quality of the submissions for the PQQ was assessed as weak by a panel which included a Head of Service, Senior Commissioning Manager and two Team Managers from Children's Social Care. They agreed that providers had failed to evidence that they possessed robust and professional understanding of the essential requirements for a supervised contact service.

There were only three providers who achieved a threshold score of 50 out of 100 for professional competence and who would then have been invited to submit full tenders. The financial status of two of those three providers caused concern, with the highest scoring provider having the weakest financial position. This was a new company not based in Milton Keynes and with stated liquidity and reserves at low levels which raised concerns about the sustainability of any service that they would establish in Milton Keynes.

One option would have been to restart the tender process, although that would not have guaranteed a resolution to these difficulties. In addition, the tender process is lengthy. The Council has a statutory duty to provide Supervised Contact for children in care proceedings. It was therefore essential that a new service was in place and effective from April 1 2012. The Council's concern was not only to ensure best value, but also to maintain continuity in the delivery of its statutory duty.

A decision was made to transfer the supervised contact service from the current provider into the Council as providing the best opportunity to ensure continuity, quality as well as effective management of the short to medium term financial uncertainty.

Transferring the service to the Council

A project board was established and a plan put in place for the management of all aspects of the transfer. This was supported by an temporary project manager.

The transfer plan included:

- A comprehensive communication plan to include staff and the courts
- An analysis of staffing and resource requirements
- Consultation with and support to staff transferring to the Council
- Refurbishment and alterations at Coffee Hall Family Centre which had been identified as the main venue for Supervised Contact
- Identification of additional venues
- New staff training plan
- Policies and procedures
- Creation of a contact plan

The overall project comprised three phases:

- Phase 1 to transfer the external service into the Council
- Phase 2 to increase service capacity to avoid using agency provision
- Phase 3 to consider the possibility of extending the service to meet the requirement for supervised contact

The project plan for Phase 1 was satisfactorily completed with the core service ready to start up on April 2nd 2012 (the first working day of the new financial year).

Summary of progress of new service

The service became the responsibility of Milton Keynes Council from 2nd April 2012 and was staffed by 3 contact support staff TUPEd across from the previous external provider plus an additional newly recruited full time worker. A number of the previous provider's staff chose not to transfer, which meant that key positions had to be recruited to. The current service is overseen and managed by two new staff members, a contact support coordinator and a senior practitioner.

Four rooms at the Coffee Hall Family Support Centre have been refurbished and supplied with toys, games and other child and family centred facilities. Equipment for outdoor play has also been acquired.

The new Supervised Contact Service has been able to build on the previous family support work undertaken at the Coffee Hall Centre providing an excellent skill base for the new service. The new Council run service succeeded in delivering the existing contact support commitments as well as providing for new contact sessions as required by the courts.

In the first two months, the service supervised 322 contacts (just over 5 contacts each day). The majority of these (192 = 60%) were held at Coffee Hall. The remaining 130 (40%) took place in alternative venues at selected children's centres. All the contacts were supervised by Council staff and recorded using the Council's Integrated Children's System (ICS).

The service was able to build on the excellent links already established between the Family Support service based at Coffee Hall and the front line statutory teams at Saxon Court which helped to resolve minor teething problems, minimising any inconvenience experienced by families with complex contact arrangements. The service has also secured permanent additional contact facilities at Galley Hill and Greenleys to supplement resources at Coffee Hall.

Additional Contact provided by agency staff

Some spot purchase contact continued to be purchased via the council's preferred agency staff provider in order to meet demand whilst the Council Supervised Contact Team was being developed to full strength. There continued to be some challenges about the quality and reliability of the service; this has been monitored via regular meetings between the Head of Delivery (HOD) for Children's Specialist Services and the UK Contract Manager for the provider since June 2012. Improvements have been made to the service and the routine use of agency staff to supervise contact during care proceedings ended in October 2012.

Forward Plan for the new Supervised Contact Service

Phase 1

This initial phase was successful in absorbing the contacts originally assigned to the externally commissioned service. In addition a proportion of the work undertaken by the agency staff provider (approximately 48%) was also taken on. This led to a more consistent service for the families concerned and there has been a significant reduction

in issues previously experienced by families where workers failed to attend contact, turned up late or were not particularly supportive of parents.

Phase 2

The budget that was used previously for agency staffing was transferred to the internal service in May 2012. This allowed for the creation of and recruitment to 5 Contact Support Assistant posts and one social worker (to provide the necessary technical oversight of their work) who came in to post during September and October 2012.

The service has secured the use of three rooms at the Galley Hill site and a further room at Greenleys which have all been equipped with appropriate resources.

This phase aims to reduce the use of agency staff and to provide a more consistent service, delivered in a reliable and efficient way, which best meets the needs of the families concerned.

Phase 3

Phase 3 is yet to commence, but will focus on extending the contact provision beyond those families involved in care proceedings. Currently, in addition to support from foster carers and council staff, some supervised contact is spot purchased to support infrequent parental contact for children in long term care and open adoptive placements. This generally works well, but the extension of the Council Supervised Contact service to cover this area would ensure further reduced dependence on potentially less reliable spot purchased provision.

The Council run Supervised Contact Service Standards of Practice

The service strives to ensure that:

- Supervised contact is as positive an experience as possible for the child and that the child's experience of supervised contact is enhanced through consistent parental engagement throughout the period of contact.
- Children ultimately benefit from long term care plans informed by accurate observation and recording of contact sessions.
- Robust timetables of contact activity are arranged in conjunction with and to the satisfaction of the courts.
- Contact sessions are organised and delivered with a minimum of disruption to the child's normal life e.g. outside of school hours.
- Prompt action is taken to address repeated non-attendance by parents and/or other family members.
- Contact notes are written and recorded on ICS (the Social Care computerised record system) in a timely fashion.
- Satisfaction and evaluation surveys are completed by families when contact ends and used to improve the service.

The service now has a well-established, robust process for accepting referrals. This includes a risk assessment of the parents/carers which highlights any concerns. A planning meeting is then arranged with the family, referring social worker and allocated contact support assistant to discuss expectation of contact. A 6 week review is then held and the family are provided with feedback regarding contact.

There are kitchen facilities and therefore social workers are able to assess parents preparing meals, babies' bottles and managing mealtimes. Measuring the interaction during contact between children and parents is an essential component of the assessment and can be monitored regularly due to the location of the Supervised Contact Service alongside the Family Support Team.

As this service is now managed by the Council we are able to respond immediately to concerns and difficulties regarding contact that may arise, for example safeguarding and risk management concerns. We are able to form positive working relationships with both families and carers to ensure that contact is a positive and safe experience for the children and young people involved.

The written reports of the contact sessions are of a consistently higher quality and are now more easily available to support parenting assessments, which may also be part of the overall court process. This is facilitated as the Family Support Team which carries out parenting assessments is also based at Coffee Hall. This also provides an opportunity for contact to support re-integration, ensuring that Milton Keynes children subject to care proceedings are not automatically on a "road to care" but may return home if intensive work with their families can support them in making the necessary changes for this to happen safely.

The arrangements are working well, but the market place changes rapidly and there may be a wider choice of providers in the future who can offer a cost effective quality service. We aim to deliver a service which provides both quality and value for money. We will therefore re-test the market place at an appropriate future point to ensure that the council continues to meet this aim.

PERFORMANCE AND ACHIEVEMENT REPORT

Report Author: Matt Grinyer, Head of Delivery – Setting and School Effectiveness
Service Group: Education, Effectiveness and Participation

Executive Summary

The Performance and Achievement Report 2012 provides a summary of outcomes achievement by children and young people of Milton Keynes in the academic year 2011/12.

The committee is asked to note the report and make any comments or recommendations as appropriate.

Performance and Achievement Report 2012

Dated: 29 November 2012

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Important Note: This report was compiled during October 2012 when some data was unavailable or provisional and subject to change. Some national and statistical neighbour averages quoted are 2011.

Information related to the data used in this report

Statistical Neighbours

This report refers to 'statistical neighbours' (SN). For the purpose of providing a like comparison, LAs are sorted by the DfE into groups of statistical neighbours. Milton Keynes' statistical neighbours are:

Bedford Borough, Northamptonshire, Trafford, Swindon, Kent, Leeds, Bury, Hertfordshire, Stockport and Solihull.

Rounding

The data presented in this report has been rounded in line with the national school performance tables.

1. Introduction

Local Context

Milton Keynes is unusual when compared with other unitary authorities in that it is still growing at a relatively fast rate and as a young community has higher than average percentage of children and young people. Its geographical location, being easily accessible both by road and rail to most of the country, offers opportunities for its future development even in a time of economic downturn. It is also unusual in that it is designed around a grid system and areas are defined by their position within the grid.

Milton Keynes has a resident population of approximately 66,900 children and young people aged 0 to 19, this represents 26.9% of the total population of the area. In 2012, 34.1% of the school population was classified as belonging to an ethnic group other than White British compared to 22.5% in England overall. In schools 20.3% of pupils speak English as an additional language. Urdu and Tamil are the most commonly spoken community languages in the area. Some 9.2% of pupils are of Black African background. The borough includes pockets of deprivation akin to inner city areas as well relatively affluent rural communities.

Milton Keynes has 113 schools comprising 88 primary schools, 12 secondary schools, 6 special, 2 nursery schools and 5 short stay schools. Early years service provision is delivered predominantly through the private and voluntary sector in over 500 settings (433 child minders; 45 privately-run day nurseries; 57 preschools and six nursery units of independent schools); there are 25 local authority maintained nurseries (two nursery schools and 23 schools with nursery classes).

We are engaged in a programme of developing our school provision including opening new schools. Initiatives include the Expanding the Best (EtB) and Increasing Primary Places (IPP) programmes. We are committed to providing school places conveniently located to new homes, to avoid as much as possible significant travel time between home and school. Some existing primary schools are in the process of growing and have not yet reached full capacity. This contributes to our relatively high levels of mobility between schools as newly built and equipped schools are attractive to parents.

In addition, there is an expectation from some parents that their children will attend a school within the grid area in which they live so that when families move, parents choose to change their children's primary school despite only moving relatively short distances. Increases in recent in-year applications for secondary school places have placed growing pressure on secondary numbers. We have developed bespoke programmes for later arrivals into Year 11 with MK College, the impact of which is kept under review. The high take-up of secondary school places has led to some schools agreeing to increase their PAN (Pupil Admission Numbers) for September 2013 and has reinforced the need to build additional secondary schools.

The Local Authority (LA) has a duty to ensure that all children and young people in the borough are able to access an education. We value the wide diversity of schools in Milton Keynes including the increasing number of academies. The LA also has a duty alongside schools, academies and settings to promote high standards for all. To do this we need to continue to monitor provision and outcomes, challenging schools to raise standards, commissioning support to address any weaknesses of provision and, where necessary, intervening when a school or setting is failing to provide a positive learning experience or

standard of education.

Learning in our schools should be both challenging and stimulating, meeting the needs of all our learners, ensuring they make as much progress as they can. The Local Authority is a champion of children and young people and their parents/carers. Schools are key partners in realising our aspirations. The LA supports schools by brokering effective partnerships and offering coherent services which can contribute to improved support for children and young people. Together we are determined to make a significant difference to the lives of all children and young people, involving them in shaping their learning and empowering them to make the most of future opportunities and be active and successful citizens of Milton Keynes.

Academies, although not accountable to the LA and directly responsible to the Secretary of State for standards and achievement, are attended by children and young people from the borough. We will continue to seek to engage with academies as part of our family of schools. Where schools are below floor standards we will seek to develop partnerships with high performing schools/academies to secure improved attainment. Milton Keynes currently has 8 secondary academy schools from a total of 12; 7 primary-phase academy schools from a total of 88; and 1 special academy school from a total of 6.

2. Outcomes of Children and Young People 2011-12

2.1 The national context

January 2012 census:

Percentage of children in primary schools eligible for free school meals:

Milton Keynes:	14.8%
National:	18.1%

Percentage of children in secondary schools eligible for free school meals:

Milton Keynes:	14.2%
National:	14.8%

2.2 Priority Groups

The groups below were specifically targeted in 2011/12 as a result of underperformance in English and mathematics in 2010/2011, when compared to national and statistical neighbour data:

- Boys at KS4
- Pupils Eligible for Free School Meals (FSM) across all key stages
- Pupils with special educational needs in particular pupils with statements at KS2 and KS4
- Black Caribbean pupils at KS2
- Black African, Black Caribbean and Pakistani pupils at KS4
- Children in Care across all key stages, particularly at the end of KS2 and KS4
- Care leavers

2.3 Early Years Foundation Stage

The Early Years Foundation Stage Profile captures the early learning goals as a set of 13 assessment scales grouped into six areas of learning. It is a measure used both to track children's progress across the EYFS and to summarise a child's development at the end of the EYFS (Foundation Stage 2/Reception). Children who have achieved 6 or more points in all scales within an area of learning are working securely in that assessment area.

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the 7 personal, social and emotional and communication (PSE), language and literacy scales (CLL), that child is deemed to be reaching a good level of overall achievement. This measure is used to assess the progress made by local authorities in improving outcomes, a duty placed on them by the Childcare Act 2006. A significant increase in this measure in 2012 is indicated below in Figure 5.

Figure 5: Summary of outcomes for the Early Years Foundation Stage 2010-12

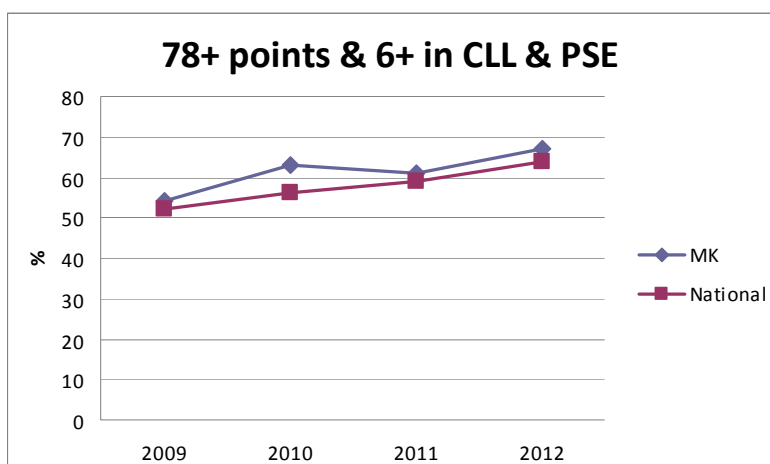
	MK 2010	National 2010	MK 2011	National 2011	MK 2012	National 2012
Number of children	3170	n/a	3297	n/a	3476	n/a
78+ points and 6+ in PSE & CLL	63%	56%	61%	59%	67%	64%
Gap between median & bottom 20%	31%	33%	28%	31%	30%	30%

Milton Keynes schools achieved an increase of 6 percentage points from 2011 for those children achieving a good level of development. At 67% the LA remains above the national average of 64%.

Point to note:

- The gap between the lowest performing 20% of children and the rest has risen from 28% in 2011 to 30% this year. This is in line with the national average but has resulted in a fall in our ranking when compared to other local authorities from the top quartile to the second quartile for this measure.

Figure 6: Graph comparing Milton Keynes outcome with national averages



The above graph illustrates the Local Authority's achievements in sustaining outcomes above national averages over four years.

2.4 Vulnerable Groups

- Boys achieved 57.4%, well above the 2011 National Average of 50% but remain 19.3 percentage points behind Milton Keynes girls.
- The percentage of children eligible for free school meals who achieve a score of 78 points overall and 6 or more in each of the personal, social and emotional (PSE), and communication language and literacy (CLL) scales in 2012 was 58.8%, significantly higher than the 2011 outcome of 46%.
- For pupils with special educational needs and/or a disability (SEN/D) performance has risen for pupils in the School Action and School Action Plus categories (2011 in brackets).

- School Action 22% (17%) – gap size between this group and the local average remains at 44%.
- School Action Plus 17% (8.3%) – gap size between this group and the local average is 50%, a reduction of 3%.
- All minority ethnic groups with statistically significant cohort sizes remain ahead of the 2011 National Average for their peers, with the exception of the Bangladeshi group: 43% compared with 51% nationally in 2011.

2.5 Key Challenges

- Sustain levels of improvement in the EYFS across all schools.
- Ensure children transferring to Year 1 continue to sustain improvement across Key Stage 1.
- Continue to narrow attainment gaps for some BME groups.
- Improve outcomes for the lowest attaining 20%.

2.6 Key Stage 1

The national expected minimum standard at Key Stage 1 is Level 2 in each of reading, writing, mathematics and science. Level 2 is divided into 3 sub-levels; c, b and a. The higher level is defined as a Level 3.

For schools in Milton Keynes all indicators are stable and above or at national averages. There has been significant improvement in Level 2b+ outcomes, a priority area in last year's report.

Figure 7: A table summarising LA outcomes at Key Stage 1 compared to national averages 2010-12

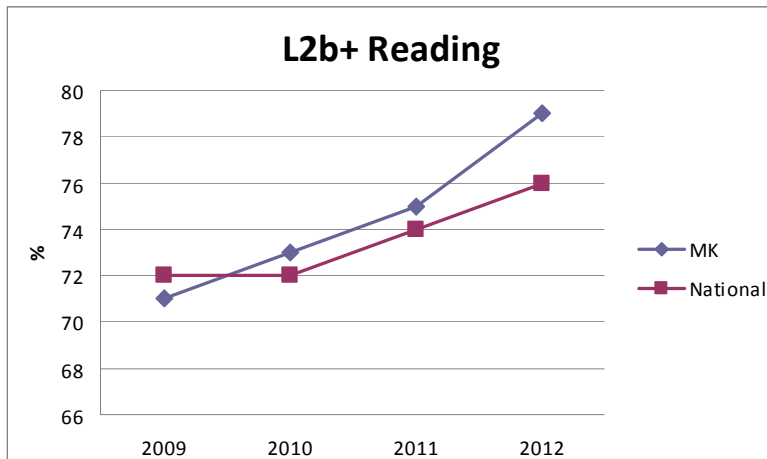
Key Stage 1	MK 2010	National 2010	MK 2011	National 2011	MK 2012	National 2012	SN 2012
Reading							
L2+	86%	85%	87%	85%	88%	87%	
L2b+	73%	72%	75%	74%	79%	76%	78%
L3	27%	26%	26%	26%	29%	27%	
Writing							
L2+	82%	81%	81%	81%	84%	83%	
L2b+	59%	60%	62%	61%	65%	64%	65%
L3	12%	12%	13%	13%	14%	14%	
Maths							
L2+	90%	89%	90%	90%	92%	91%	
L2b+	72%	73%	73%	74%	77%	77%	77%
L3	21%	20%	20%	20%	24%	22%	

Points to note include:

Reading

- Percentages of children achieving Levels 2+, 2b+ and L3+ have risen compared to 2011 figures.
- Percentage of children achieving Level 2b+ in reading at 79% is 3 percentage points above the national and 1 percentage point higher than the statistical neighbours' average. This places Milton Keynes in the top quartile for all local authorities.
- At the higher Level 3, 29% of children achieved this level, exceeding the national average by 2%.

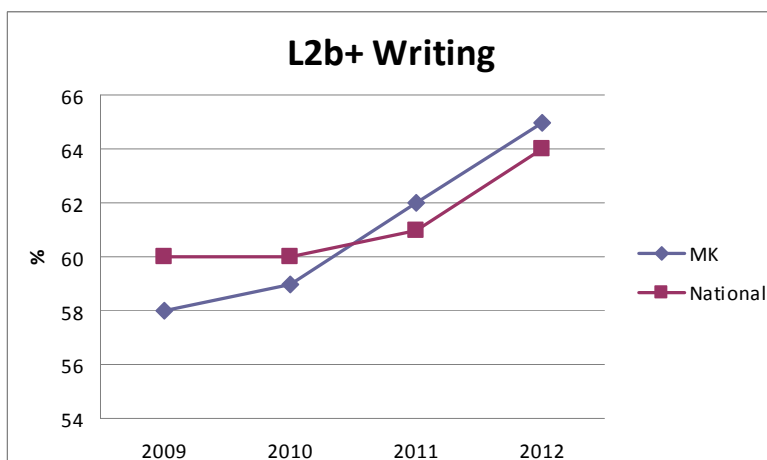
Figure 8: Graph illustrating sustained improvement in reading outcomes at Level 2b+ in Key Stage 1 compared to national averages



Writing

- Improvements in Writing outcomes give Milton Keynes higher percentages than the national averages for Levels 2+ and 2b+, with Level 3 in line.
- At Level 2b+ our percentage of 65% was in line with our statistical neighbour average.

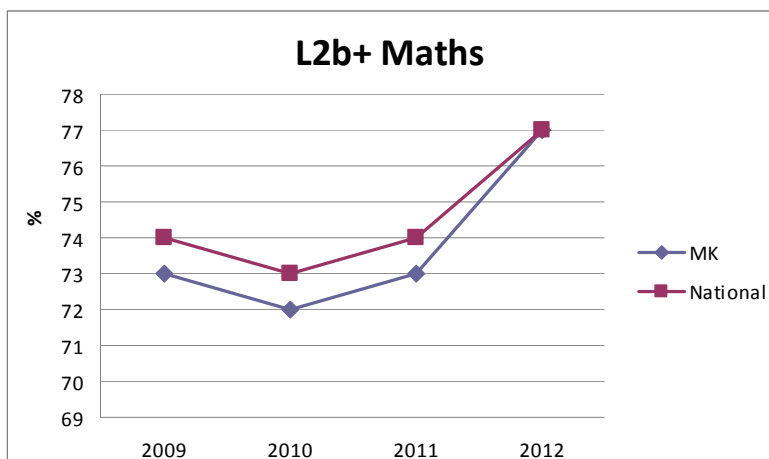
Figure 9: Graph illustrating improvement in writing outcomes at Level 2b+ in Key Stage 1 compared to national averages



Mathematics

- Percentages of children achieving Levels 2+, 2b+ and L3+ have risen compared to 2011 figures.
- There was an increase of 4 percentage points at Level 2b+ to move Milton Keynes in line with national and SN averages.
- 24% of our children achieved the higher level 3 exceeding the 2012 national average by 2 percentage points.

Figure 10: Graph illustrating sustained improvement in mathematics outcomes at Level 2b+ in Key Stage 1 compared to national averages



2.7 Vulnerable Groups

- Despite boys in Milton Keynes achieving slightly above the national average there remains a significant gap between girls' and boys' achievement in reading and writing
- For pupils eligible for free school meals all measures at Level 2b+ have risen from 2011 to 2012: reading from 58% to 64% (2012 national 60%); writing from 41 to 45% (46%); maths from 55% to 63% (61%).
- For pupils with SEN at Level 2b+: School Action: reading has increased from 35% to 43% (2012 national 39%); writing has increased from 17% to 22% (18%); maths has increased from 41% to 48% (42%).
- For pupils in the School Action Plus category: reading from 24% to 27% (2012 national 34%); writing 16% to 13% (20%); maths 27% to 32% (36%) .
- For pupils with a Statement: reading 22% to 21% (16%); writing 6% to 15%; maths has remained at 15% (16%).
- Pupils of Indian, Bangladeshi and Black Caribbean heritage performed better than the local and national averages. Pupils of Pakistani heritage performed below the MK and national averages at Level 2b+.
- For children in care attainment improved with 67% achieving L2+ in reading, writing and maths compared to 62% in 2011.

2.8 Key Challenges

- To improve standards in reading and writing overall and, in particular, those achieved by boys.
- To sustain the level of improvement in the last year within all SEN groups and to continue to target those pupils at School Action Plus, particularly in writing.
- To improve standards for pupils of Pakistani heritage pupils at Level 2b+ and Level 3.

2.9 Key Stage 2

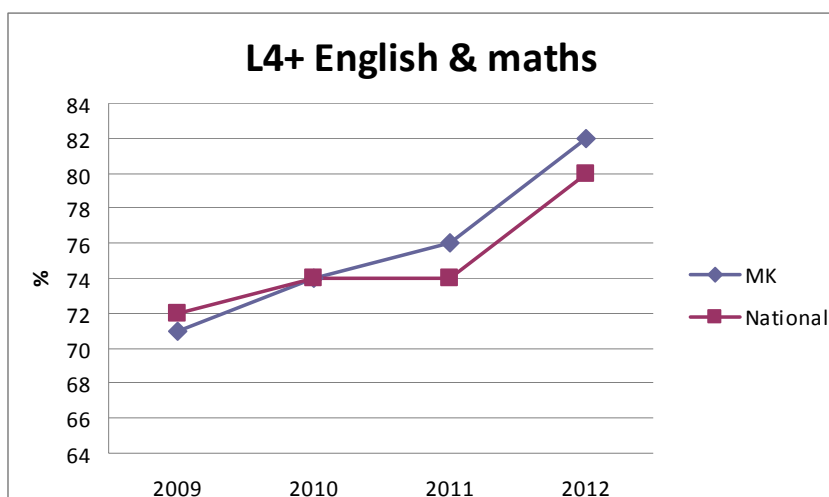
The nationally expected level at Key Stage 2 is defined as Level 4. The key measure is the percentage of children achieving Level 4 or above in both English and mathematics. The government floor target for this measure is 60% and the number of schools below this target has reduced significantly from eleven schools in 2011 to one school in 2012. This school is now a sponsored academy.

In 2012 schools in Milton Keynes achieved a 7 percentage point increase from 2011 on the key measure of the percentage of children achieving Level 4+ in English and mathematics combined. This is 2 percentage points higher than the national average and places Milton Keynes in the second highest quartile for all local authorities.

Figure 11: A table summarising LA outcomes at Key Stage 2 compared to national averages 2010-12

Key Stage 2	MK 2010 test	National 2010 test	MK 2011 test	National 2011 test	MK 2012 test	National 2012 test	SN 2012
English & Maths	74%	74%	75%	74%	82%	80%	80%
English	82%	81%	82%	81%	88%	85%	86%
Maths	81%	80%	81%	80%	84%	84%	84%

Figure 12: Comparison of the percentage of Milton Keynes' children who achieve Level 4+ in both English and mathematics compared with national averages



- Milton Keynes' children's outcomes for the key measure are above the national and statistical neighbour averages.
- The percentage of pupils making expected progress from KS1 – KS2 is in line with the national average of 90% for English but at 87%, 1% percentage point lower than the national average for maths.
- For English the outcome for Milton Keynes schools is 3% and 2% higher than the national and SN averages respectively.
- For maths the outcome for Milton Keynes schools is in line with the national and SN averages.

2.10 Vulnerable Groups

- Girls and boys both improved on 2011 results with girls achieving 84% compared to 77% in 2011 and boys achieving 80% compared to 74% in 2011. These figures compare favourably with the national averages of 82% and 77% for girls and boys respectively.
- For pupils eligible for free school meals the percentage gaining at least Level 4 in both English and maths has risen from 58% to 66% (higher than the 2011 national average of 58%). The gap between these pupils and the full cohort has reduced from 17% to 16%.
- Improvements for pupils in the School Action and School Action Plus cohorts are significant (2011 national averages in brackets): School Action up from 52% to 61% (43%); School Action Plus up from 24% to 39% (31%). For pupils with statements performance fell from 21% to 15% (15%). The gap size for pupils with School Action and the full cohort has narrowed slightly to 21% from 23%; and the gap for School Action Plus pupils has reduced significantly from 51% to 43%. For pupils with statements the gap has increased from 53% to 67%.
- Indian and Bangladeshi pupils achieved higher outcomes than the local average for Level 4 in both English and maths, although for the same measure Pakistani, Black Caribbean and Black African pupils had lower outcomes.
- Children in Care performed better in 2012 with 36% achieving L4+ in English and maths compared to 33% in 2011. It should be noted that nearly half the cohort had significant special educational needs.

2.11 Floor Target

- The government floor target requires schools to have at least 60 per cent of their pupils achieving level 4 or above in English and maths combined; in MK 1 school did not reach this target in 2012 compared to 11 in 2011.

2.12 Key Challenges

- To sustain performance for all pupils at KS2.
- To increase the performance of pupils from Pakistani, Black Caribbean and Black African heritage.
- To sustain improvement for pupils with SEN at all levels and to improve outcomes for those with a statement.
- To monitor closely the progress of children in care and improve outcomes at KS2.

2.13 Key Stage 4 / GCSEs

The key measure for this key stage is the percentage of young people who achieve 5+ A*-C GCSEs including English and mathematics. For Milton Keynes schools 58.1% of students have achieved this, a significant improvement on 52.1% in 2011.

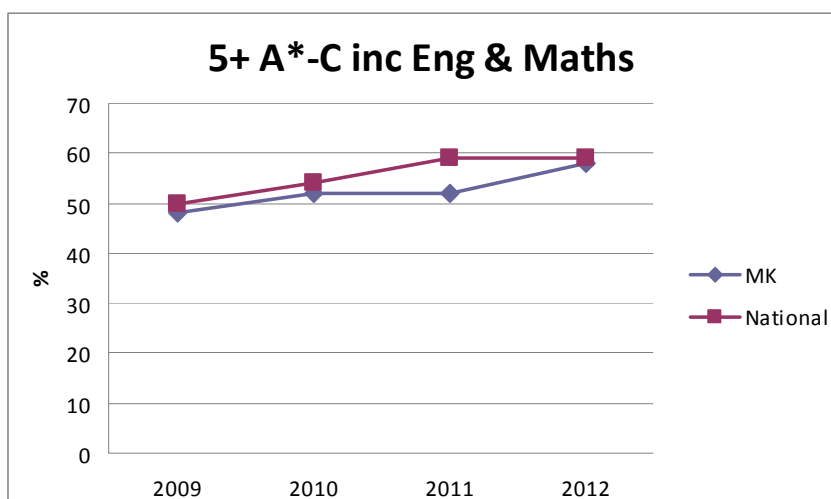
Figure 12: Comparison of the percentages of Milton Keynes' young people who achieve 5 or more GCSEs A*-C including English and mathematics compared with national averages 2010-12

GCSE	2010		2011		2012		
	MK	National	MK	National	MK	National	SN
5 A* - C inc Eng & Maths	52%	55%	52%	59%	58%	59%	60%
5 A* - C	75%	75%	80%	80%	85%	81%	84%
Average points per pupil	460	440	480	456	510	-	-

Points to note include:

Milton Keynes is now in the second highest quartile for the key measure of the percentage of young people who gain 5 or more GCSEs graded A*-C including English and mathematics. This is a significant improvement on 2011 when it featured in the bottom quartile. The rank compared to all LAs has improved from 133 to 74 out of 150 LAs.

Figure 13: A graph to show the percentage of young people who gain 5 or more GCSEs A*-C including English and mathematics in Milton Keynes and nationally



- 3 The proportion of young people gaining five or more GCSEs graded A* - C, including English & mathematics, has risen significantly to 58%. This is 1 percentage point below the national figure of 59% and 2 percentage points below the statistical neighbour average of 60%
- 4 The proportion of young people gaining five or more GCSEs graded A* - C remains above national at 85% compared to the national figure of 81%. The Milton Keynes figure is 1 percentage point above the statistical neighbour average of 84%.

2.14 Vulnerable Groups

- Girls outperformed boys in 2012 by 4% compared to 5% nationally
- 32% of pupils eligible for free school meals achieved 5 or more GCSEs including English and maths; lower than the national average of 35% for 2011.
- In 2012, pupils achieved the following outcomes in the SEN categories (2011 in brackets):
 - School Action: 42% (38%) – gap size against the full cohort has increased to 16% from 14% in 2011.
 - School Action Plus 15% (10%) – gap size has increased by 1% to 43%
 - Statement 4% (4%) – gap size has increased by 6%.
- Pupils from the Indian ethnic group (85%) outperformed all others and pupils with Pakistani heritage (49%) performed lower than the local average and against the same ethnic group nationally.
- The performance of children in care improved slightly with 3 of the 22 gaining 5+ GCSEs A*-C including English and maths, equivalent to 13.6 % compared to 0% last year.

2.15 Floor Target

- A secondary school is deemed to be below the floor standards when less than 40% of pupils at the end of Key Stage 4 achieve five or more GCSEs A*– C (or equivalent), including English and maths. The performance of two schools in MK was below this standard in 2012.

2.16 Key Challenges

- To increase the proportion of children achieving 5A*-C GCSEs with English and mathematics so that it is at least in line with SN and exceeds national performance.
- To close the gap for many of our vulnerable groups, especially those from poorer backgrounds and pupils from Pakistani and Black Caribbean heritage.
- To sustain the improvement in outcomes for pupils with SEN.
- To monitor closely the progress of children in care and improve outcomes at KS4.

2.17 Key Stage 5 (A levels)

The following indicators are available for A Level results in 2012 at the time of writing:

- The average points score per candidate is 762 compared to 718 nationally and 761 for SN.
- The average points score per entry is 206 compared to 211 nationally and 210 for SN
- The percentage of candidates achieving 2 or more A level passes is 98% compared to the national figure of 92% and the SN average of 97%
- The percentage of candidates achieving 3 or more A Levels graded A*-A is 6.8%, lower than the national and SN figures of 13% and 10% respectively.

2.18 Vulnerable Groups

- For average points per student, girls outperformed boys in 2012 by 36 points compared to 32 points nationally.

- Other groups underperforming, according to the same measure, are pupils eligible for free school meals, those with special educational needs and those from a Black African and Black Caribbean heritage.

2.19 Key Challenges

- To close the gap for pupils eligible for free school meals, those with special education needs and those from a Black African and Black Caribbean heritage.
- To increase the percentage of candidates achieving higher grades at A level.
- To increase the proportion of young people in care achieving good outcomes at KS5.

2.14 Overview of special education

Detailed analyses about the attainment and progress of pupils with special educational needs and/or disability (SEN/D) are included in this report at each key stage (see judgements for vulnerable groups) This section provides a summary and conclusions about the quality of specialist provision and the impact that this has had on the achievement of pupils.

The Milton Keynes Inclusion Strategy was revised in April 2012. This included an analysis of the impact of the previous strategy (2009 – 2012). Evidence about the attainment and progress of pupils with SEN/D both against similar cohorts in previous years and against non-SEN pupils within the same cohort demonstrates a consistent improvement in pupils' outcomes since the implementation of the original strategy. For example, in 2010/11 the gap in attainment between SEN and non-SEN pupils closed by 7% in KS2 and 11% in KS4. During 2011/12, the outcomes for pupils with SEN have improved again. When compared with 2010/11 outcomes, pupils at School Action (SA) achieving the expected grades have made significant improvement in reading, writing and maths at every key stage and now exceed the national average at both KS2 and KS4. For pupils at School Action Plus (SA+) it is a similar picture except that the current position does not exceed the national average in every aspect. The position for pupils with statements of SEN, the learners with the most complex needs, is less consistent but this reflects the very small number of pupils in each cohort and the impact that a single pupil can have.

The local authority continues to invest significantly in specialist provision both through departments attached to mainstream schools and in specialist settings in special schools, the primary pupil referral unit (PRU) and the secondary personalised education centres (PECs).

The local authority maintains five special schools. Of these, two were inspected by OfSTED during 2011-12, both achieving good judgements. This means that, overall there is one special school judged outstanding and four special schools judged good. One PEC was inspected during this period and was judged to be satisfactory. Overall, of the 5 short stay centres offering support to pupils with emotional and behavioural difficulties, 3 are judged to be good and one satisfactory with a newly created provision yet to be inspected.

The local authority maintains 8 SEN departments or enhanced resource provisions in mainstream primary schools and 7 in mainstream secondary schools. It is the expectation that the provision is located in schools that are judged good or better. This is not currently the case. In addition, the previous and current inclusion strategies indicated that there should be less reliance on SEN departments and instead there should be a redeployment of resource to enable more pupils with SEN to have their needs met in their local school. This will be achieved by a careful reduction in specialist provision over time rather than the immediate closure of a department and the displacement of those pupils.

3. Our framework for school improvement

The Milton Keynes School Improvement Framework, *Aiming to be Outstanding*, was introduced to schools in January 2010 and confirmed in September 2010. This document has since been revised to reflect changes to the Ofsted framework and details Local Authority criteria used to categorise schools. These are in line with Ofsted standards enabling the Local Authority to intervene early and arrest any decline in standards, supporting our aim of securing consistently high quality provision across Milton Keynes.

There has been significant change in relation to the educational landscape with a centralisation of accountabilities away from local authorities. Through the Organisational Transformation Programme, Strand 2, the LA has reviewed the approach to improving setting and school effectiveness and we are now clear about our role going forward. It is articulated in the Children and Families Service Plan for 2012/13 as:

“Challenging schools, settings and services to be outstanding, enabling them to take the lead in driving up standards and safeguarding children and only intervening when outcomes are not good enough.”

In February 2010 Milton Keynes introduced the MK World Class Primary Programme (MKWCPP). The programme prioritised those schools below the Government’s floor target and those in Ofsted categories of concern. The programme reflected the new model of school improvement where the best schools supported the rest, with the best leaders and the best teachers sharing best practice across the system, improving system leadership and the quality of teaching and learning.

During 2011/12 this successful approach has been further developed to utilise additional capacity in the system created in particular by the National College of School Leadership accreditation of two Teaching School Alliances in Milton Keynes - the Denbigh Teaching School Alliance and the Milton Keynes Teaching School Alliance (led by Two Mile Ash School). In response to these changes locally the LA (with support from schools) has led on the creation of the Milton Keynes Strategic School Effectiveness Partnership Board (MKSSEPB) which provides a conduit for organisations, including the LA to commission school improvement resource from local support providers. This is an innovative approach designed to ensure continued partnership working and effective coordination during a time of significant change.

The aims of the board are as follows:

- a) Reviewing and prioritising need
- b) Commissioning support appropriate to schools’ needs within agreed protocols
- c) Monitoring and evaluating the impact of support commissioned
- d) Development of a directory of quality assured local support providers

The board is chaired by the Director of Children’s Services and a review of the impact will be conducted in March 2013.

3.1 Local Authority categorisation of schools

The Local Authority criteria used to categorise schools although previously more robust than Ofsted are now in line with national standards due to the more robust Ofsted framework recently introduced. The aim of the categorisation process is to secure consistently high quality provision across Milton Keynes which builds the confidence of parents in all schools.

The Coalition Government's removal of funding for school improvement partners in March 2011 resulted in a reduction in the number of LA officers working with schools resulting in LA officers no longer visiting good or outstanding schools on a regular basis (although all LA schools have a designated Improvement Partner contact). To ensure the LA can maintain an effective overview of the performance of all schools, criteria have been drawn up which allow a 'desk-top exercise' to be carried out using national data to benchmark performance and provide an indicative category for each school. The criteria used are as follows:

1. Standards & progress – latest results for all pupils:

- Standards at end of Early Years Foundation Stage (EYFS) , using % 78+ and 6+ in communication, language and literacy development (CLLD) and personal, social and emotional development (PSED)
- Standards at KS1 in reading, writing & maths, using APS
- Standards at KS2 in English & maths, using APS
- Standards at KS2 in English & maths combined, using % at L4+
- Above / below floor standard
- Standards at end of KS4, using % of 5A*-C including English and maths
- Standards at end of KS5, using % of Level 3 at 19, % of A*-B, APS per entry
- Progress EYFS to KS1 (judge EYFS results as above/in line/below and compare with similar at KS1)
- Progress KS1 to KS2, using % making expected progress
- Progress KS2 to K4, using % making expected progress

2. Standards & progress – 2 year trend - all pupils:

- Standards at the end of EYFS, using % at 78+ and 6+ in CLLD & PSED
- Standards at KS1, using average point score (APS)
- Standards at KS2, using APS
- Above / below floor standard
- Standards at end of KS4, using % of 5A*-C including English and maths
- Standards at end of KS5, using % of Level 3 at 19, % of A*-B, APS per entry
- Progress EYFS to KS1
- Progress KS1 to KS2, using % making expected progress
- progress KS2 to K4, using % making expected progress
- Standards and progress of looked after children (if appropriate)

3. Attendance:

- Latest figures (overall attendance)
- Two year trend

4. The findings of any recent Ofsted inspections or monitoring visits and/or LA audits.

5. The nature and number of complaints received by the LA, DFE or Ofsted, and their outcomes
6. Any significant safeguarding issues
7. Risk of not maintaining or improving current Ofsted judgement

This exercise has recently been completed in our primary schools and the results of this process are summarised in Figure 1. The number of schools categorised as being at risk remain relatively constant largely due to a further revision to the Ofsted framework in September 2012. Expectations have again been raised to reflect the view from Ofsted that only 'good' will be good enough.

RAISE on line will be scrutinised following publication in early November 2012 to further inform the categorisation particularly with regards to the performance of vulnerable groups. Satisfactory schools are currently being subdivided to reflect an upward or downward trajectory and the quality of leadership to reflect the new Ofsted judgment of 'Requires Improvement'. In the case of schools evaluated as LA category satisfactory or below further discussion between the improvement partner and the school is used to confirm the judgment and agree any package of support. A letter will be sent by the end of term confirming the categorisation to all schools. In the case of schools evaluated as LA category good or better headteachers and governing bodies will be invited to apply the same criteria in conducting their own self-evaluation and to inform us if their evaluation differs from that of the LA. This exercise is currently being conducted for special schools.

Figure 14 LA Indicative Categorisation Outcomes 2012 (2011 figures in brackets):

Category	Primary schools 81 (85)		Secondary schools 5 (11)	
	%	Number	%	Number
1 – outstanding	14 (19)	11(16)	20 (45)	1 (5)
2 – good	47 (40)	38 (35)	20 (27)	1 (3)
3 – satisfactory	25 (21)	20 (18)	20 (18)	1 (2)
4a – at risk and requiring additional support	14 (18)	11 (15)	20 (9)	1 (1)
4b - inadequate in significant aspects of provision	1 (2)	1 (1)	20 (0)	1 (0)

Comparison cannot be made directly with 2011 due to:

- Two amalgamations of Infant and Junior Schools
- Two Primary sponsored academies not included
- One Secondary sponsored academy not included
- One Primary converter academy 1 Nov 2012 not included

The latest LA categorisation of schools, carried out in September 2012 shows 32 primary schools that are in LA category 3 and 4.

Of these schools, one is due to become a sponsored academy in January 2013 and five are likely to be judged good at their next Ofsted Inspection. A further 13 are expected to be judged as 'requires improvement ' but with good leadership indicating the upward trajectory of improvement. Of the remaining 13, 8 are currently in intervention.

Discussions relating to re-categorisation and additional support for the other five schools not currently in intervention are underway.

3.2 Provision for Intervention schools

The model for addressing underperformance seeks to provide intensive support for schools causing concern through a bespoke package appropriate to their context. Intervention programmes are evaluated against children's outcomes to ensure value for money and impact. The impact of LA support and intervention in individual schools is monitored through a Targeted Intervention Board (TIB) chaired by a senior LA officer which holds the school to account for the progress against priorities identified in the schools action plan. An internal Setting and School Effectiveness Board monitors the progress of LA intervention schools through monthly meetings, ensuring consistency in approach and development of an exit strategy to secure ongoing improvement.

Schools in intervention are provided with:

- A designated School Improvement Partner to provide support and challenge to Senior Leadership Team and Governing Body
- Extensive data analysis and monitoring of progress against agreed targets
- Targeted Intervention Board (TIB) meetings
- Teaching and learning development programmes such as 'Outstanding Teacher' and 'Improving Teacher', facilitated through an external school improvement provider
- The brokering of support from NLE, LLE and SLE (Specialist Leader in Education) through the Milton Keynes Strategic School Effectiveness Partnership Board (MKSSEPB)
- Support and challenge for Governing Bodies

4. Ofsted inspection outcomes 2011-12

In the period 2011-12, twenty six Milton Keynes schools (twenty one primary, two secondary, one special and two Pupil Referral Units) were inspected under the Ofsted Section 5 inspection framework. This Framework was revised in January 2012 when expectations were increased and a greater proportion of satisfactory schools were targeted for inspection. Since the introduction of the new framework the profile of inspection judgements nationally has shifted, with a lower proportion of schools being judged good and outstanding and a higher proportion being judged satisfactory or inadequate.

In Milton Keynes one primary school and one Pupil Referral Unit (PRU) were judged to be outstanding, twelve schools good (ten primary, one secondary, one special) and nine satisfactory (eight primary and one PRU). Three schools were judged to be inadequate (one primary - Special measures, one primary - Notice to improve, one secondary - Notice to improve).

The very large majority of services, settings and schools inspected by Ofsted are evaluated as good or better. Childminders and childcare providers are mostly evaluated by Ofsted as good as are nurseries and early years education in primary schools.

The chart below (figure 15) illustrates that primary schools are mostly judged as good or better but too many are evaluated as satisfactory. Most secondary schools are evaluated as good or better. During this reporting period there were only 5 non academy secondary schools (4 from Sept 2012) one judged satisfactory and one Notice to Improve. Most special schools and PRUs are evaluated as good or better.

Figure 15: Ofsted Overall Effectiveness Judgements compared to latest national figures

All schools					
% (Nos in brackets)	Out-standing	Good	Good or better	Satisfactory	Inadequate
National*	18	51	69	29	3
MK (115)	20 (18)	47 (43)	67 (61)	32 (29)	2 (2)
MK non (102) academy	17 (15)	48 (42)	65 (57)	33 (29)	2 (2)

Primary					
% (Nos in brackets)	Out-standing	Good	Good or better	Satisfactory	Inadequate
National*	18	51	69	29	3
MK (92)	20 (18)	47 (43)	67 (61)	32 (29)	2 (2)
MK non academy (88)	17 (15)	48 (42)	65 (57)	33 (29)	2 (2)

Secondary					
% (No of schools in brackets)	Out-standing	Good	Good or better	Satisfactory	Inadequate
National*	26	40	66	31	4
MK (12)	42 (5)	33 (4)	75 (9)	17 (2)	8 (1)
MK non (5) academy	20 (1)	40 (2)	60 (3)	20 (1)	20 (1)

Special					
%(Nos in brackets)	Out-standing	Good	Good or better	Satisfactory	Inadequate
National*	36	45	81	17	2
MK (6) **	17 (1)	67 (4)	84 (5)	0	0
MK non (5) academy	20 (1)	80 (4)	100 (5)	0	0

PRU					
%(Nos in brackets)	Out-standing	Good	Good or better	Satisfactory	Inadequate
National	21	49	70	28	3
MK (4)	25 (1)	50 (2)	75 (3)	25 (1)	0

*National data includes Academies

**Figures do not add up to 100% as one special academy has yet to be inspected

On 27 November Ofsted's Chief Inspector of Education, Children's Services and Skills published his annual report on inspections carried out during 2011/12. In summary the report found that primary pupils in Milton Keynes have a 'fair chance of attending a good or outstanding school – 66.6%'; and secondary pupils also have a 'fair chance of attending a good or outstanding school – 70.1%. Out of all local authorities, Milton Keynes is ranked 90/150 for primary pupils, and 77/150 for secondary pupils.

4.1 Schools in an Ofsted category of concern

There were two Ofsted categories of concern, special measures and notice to improve. During the Autumn Term of 2011 one secondary school was judged to require a notice to improve. At the first monitoring visit in September 2012 it was judged that the school had made good progress in addressing the issues for improvement and in raising students' achievement.

In the Spring of 2012 one primary school went into special measures. The first monitoring visit took place in July 2012 and it was judged that the school had made satisfactory progress since being subject to special measures.

One infant school was given a notice to improve in Spring 2012. The school did not receive a monitoring visit before it closed at the end of August 2012. Following amalgamation with the adjacent junior school it opened in September 2012 as a new primary school. At the last meeting of the Targeted Intervention Board in July 2012 it was acknowledged that the school had made good progress since the NTI judgement.

4.2 Improving the quality of Leadership and Management including Governance

Governance

An ongoing priority for 2011-12 was to improve the quality of governing bodies in holding schools to account for achievement and standards. Steps taken to improve the quality of governing bodies included:

- Maintaining a carousel of relevant training to ensure Milton Keynes 1,200 volunteer governors have access to high-quality development opportunities. In 2011-12: 930 governors attended face-to-face courses; 25 bespoke full governing body sessions took place in addition to online training
- Reducing vacancy levels in governing bodies and targeting the appointments

- made to ensure new governors bring strengths that are needed
- Delivery of bespoke training to governing bodies in schools in LA intervention
- Facilitated Governing Body self evaluation for intervention schools
- Securing robust, rigorous and regular school review and self-evaluation through an LA funded training course: 'Achieving sustained improvement and self review' offered to all headteachers, deputy headteachers, governors and LA advisers

The chart below relates to those schools that were inspected between September and December 2011. The Ofsted framework changed on 1 January 2012 and governance is no longer rated as a separate category but is included in the overall leadership and management judgement.

Figure 16: Summary of Ofsted evaluation of the quality of governing bodies in schools inspected up to December 2011

Ofsted category	Outstanding	Good	Satisfactory	Inadequate
7 Primary	0	3 (43%)	4 (57%)	0
2 Secondary	0	1 (50%)	1 (50%)	0
0 Special /PRU	0	0	0	0

The Cabinet member has the responsibility for the appointment of LA governors through the Council's delegated decision process. All nominations are scrutinised by him to ensure that all potential appointees have the necessary skills and expertise to challenge the work of a school and to monitor and evaluate its performance.

During 2011-2012, there were 217 LA appointed posts and vacancy rate has fluctuated between 4% - 8%. This compares favourably with national rates of 10.2%.

Recruitment to headship

Between October 2011 and October 2012 the headteacher changed in eighteen schools either permanently or on a temporary basis. Six newly appointed headteachers took up post in the autumn term 2012, all in primary schools. Interim arrangements are in place in a further three schools; in January 2013 the substantive headteachers of two of these schools will take up their posts.

The LA's comprehensive induction programme for headteachers new to Headship or new to Milton Keynes has been further developed in 2012-13 and now has additional sessions on health and safety, self-evaluation and Ofsted inspections. The programme aims to accelerate the development of strategic leadership skills and quickly familiarise them with Milton Keynes practices and procedures.

Other activities to support the development of headteachers have included:

- Ensuring high quality mentors are available
- Promotion of succession planning by encouraging senior staff to apply for the National Professional Qualification for Headship (NPQH) and supporting them in their applications
- Supporting future school leaders through a 'Developing Leadership' programme, in collaboration with Oxfordshire and Buckinghamshire
- Provision of one-to-one support in schools where leadership has been identified as requiring improvement

- Promotion of learning partnerships between schools.

Succession Planning

Accredited professional development pathways for middle and senior leaders have changed significantly in the last 18 months and the Thames Valley Schools Partnership (with the LA as a strategic partner) is now the local license holder for the new NCSL accredited courses. A number of schools have been commissioned by the partnership to deliver these programmes emphasising the confidence the partnership has in the quality of teacher training and leadership development in Milton Keynes.

The changes have provided an ideal opportunity to review the offer currently available to teachers in Milton Keynes and the LA in partnership with the two Teaching School Alliances is developing a succession planning model which will establish numbers of aspiring middle and senior leaders and ensure appropriate courses are being offered. This approach complements the LA's commitment to expanding the best schools by developing the most talented leaders in our schools and providing opportunities for them to progress within Milton Keynes.

Glossary

APS	Average Points Score
BME	Black or minority ethnic
BESD	Behaviour, emotional and social difficulties
CLLD	Communication, language and literacy development
DfE	Department for Education
EAL	English as an additional language
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FSM	Free school meals
KS	Key stage
LA	Local Authority
LLE	Local leader in education
MKWCPP	Milton Keynes World Class Primary Programme
NCSL	National College for School Leadership
NLE	National leader in education
NPQH	National professional qualification for headship
NQT	Newly-qualified teacher
NTI	Notice to Improve
PAN	Pupil Admission Number
PEC	Personalised education centre
PRU	Pupil referral unit
PSED	Personal, social and emotional development
SEN	Special educational needs
SENCo	Special educational needs co-ordinator
SEN/D	Special educational needs and disabilities
SN	Statistical neighbours
SLE	Specialist leader in education
TIB	Targeted Intervention Board